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ABSTRACT

Developed as part of an inservice program to acquaint teachers with issues in the area of special education for minority students, the text outlines a series of twelve 1.5- to 2 hour sessions. Each chapter includes a list of objectives, definitions, and study and review questions. In an introductory section minority handicapped children in one urban district (Kansas City, Missouri) are described in terms of demographics, home language, and social and historical background. Eight chapters feature the following topic areas (sample subtopics in parentheses): assessment issues (discriminatory placement, screening, referral); language issues (bilingual education); learning style (cultural determinants, effective teaching formats); educational objectives and multicultural curricula (individualized educational programs, or IEP); educational and vocational barrier issues (labels, stereotypes and expectancies of teachers); school policies (exclusion and suspension, implementing the IEP and least restrictive environment); community awareness (values of cultural, ethnic, and racial groups); and staff training (teacher competencies). A directory of community resources in the Kansas City area is appended. (CL)

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MINORITY ISSUES
In the Education of
HANDICAPPED CHILDREN

Charles R. Greenwood
Dorothy Preston
Jasper Harris

with contributions by:
Winifred Critchlow
Verona Hughes
Ping Yuen

EC151071

Department of Special Education
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Minority Issues in the Education of Handicapped Children

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University of Kansas and
Kansas City, Missouri School District

Contributions by:
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May 1982

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FOREWORD

On May 17, 1954, the U.S. Supreme Court handed down a landmark ruling in Brown v. Topeka Board of Education. This decision outlawed racially segregated systems of public education as inherently unfair and unconstitutional.

Twenty years later in 1974, the Supreme Court made another landmark ruling which has had widespread impact on millions of linguistically different children. In Lau v. Nichols, a class action suit on behalf of 1800 Chinese children, the Court ruled in favor of the plaintiffs who claimed that the San Francisco School Boards had failed to meet the linguistic needs of these non-English speaking children. They charged that since the children could not understand the language used for instruction, they were deprived of an education equal to that of other children, and were, in essence, doomed to failure. The Court, in a unanimous decision, stated that "under state imposed standards, there was no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." The Court further stipulated that special language programs were necessary if schools were to provide equal educational opportunity.

In 1975, Congress passed the Education for All Handicapped Children Act, Public Law 94-142, which guaranteed handicapped children a free and appropriate education.

In spite of these major court decisions and congressional mandates, millions of minority children still have been shut out of meaningful educational experiences.

The school dropout rate for minority group children is still at an alarming rate. Close to half the Mexican American and American Indian students drop out of school before completing a high school education. Blacks exceed whites by 12% in their dropout rate. These statistics would suggest that a significant number of minority group children perceive their educational experiences as non-meaningful.

The most recent statistics available suggest that in certain areas of the country there are disproportionately high numbers of minority group children in classes for the educable and trainable mentally retarded and low numbers in classes for the gifted. Educators continue to be concerned about identification, assessment, and placement procedures which contribute to these disproportionate figures, yet no immediate solution is in sight and the problems persist.

While most educators are concerned about inappropriate placement of minority group children, few will dispute the fact that many minority group children do belong in classes for the handicapped. This in itself creates an educational problem. Since there are relatively few ethnic minority students, there exists a problem in teacher sensitivity and skills.

Since January, 1979, The National Council for Accreditation of Teacher Education (NCATE) has required a multicultural education component for all teacher education programs as a requisite for accreditation. This new standard will assure some degree of sensitivity in teachers completing their degrees after that date. However, the majority of the special education teachers today completed their education prior to this multicultural education requirement.

It is , therefore, essential that inservice training programs, in addition to preservice programs, be developed in order to sensitize teachers to the unique needs of ethnic minority students. When these needs are recognized by educators, the individualized education program can be written to address these needs, and the free and appropriate education can become a reality.

Philip C. Chinn
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Director for Minority Concerns and
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Reston, Virginia
1981

Minority Issues in the Education of Handicapped Children

Preface

1864, 14th Amendment to the Constitution, "Equal Protection and Due Process Under Law."

1954, Brown vs. the Board of Education, "Racial Integration of Schools."

1973, Section 504, The Rehabilitation Act, "Non-Discriminatory Provisions for the Handicapped."

1974, Lau vs. Nichols, "Identification of a Child's Native Language."

1975, Public Law 94-142, "Education of Handicapped Children in Public Schools."

Since 1954, there have been dramatic changes in the roles and responsibilities of the public school systems in the United States. Legislative and legal decisions have recently guaranteed the educational rights of both minority and handicapped children in the public schools. Resulting from this protection of educational rights have been increased pressures on the teaching profession to deal effectively with children from both minority groups and handicapped populations. These pressures have been enhanced by (1) recent immigration of Asian and Hispanic nationals into the U.S., as a result of political conflicts, and (2) the increased awareness of minority groups in the United States and pride in ethnic backgrounds and heritages. The status of bilingual education in the public schools and mainstreaming of handicapped children are two very familiar examples of responses to these pressures.

With the Education of All Handicapped Children Act of 1975, (P.L. 94-142), the public schools have been implementing their most fundamental internal adjustment. The impact of this law, placing the responsibility for the education of handicapped children squarely with the public schools remains to be described by the historian some 20-50 years hence. Some six years later, at the time of this writing, the law is currently under review along with other federal regulatory laws, and may be modified as a result of federal failure to fund the program at levels originally intended in the program.

Regardless, however, the law is a clarity of national values with respect to rights to education for handicapped persons, and also further procedural clarification of fair treatment of minority group students who have consistently been over-represented in special education programs. P.L. 94-142 established nondiscriminatory and pluristic assessment procedures for special education and included due process rights so parents may now contest placement decisions. These rights were not present before 1975.

This has resulted in a zero rejection factor. Handicapped children cannot be rejected from educational services. The schools must serve and they must provide them with appropriate educational programs. Thus, placements must result in students receiving 'meaningful' educational experiences, rather than placements in which the child cannot consume the educational program offered, as often occurred in the past. The law has also established the principle of the least restrictive setting as the most appropriate place for handicapped children to be educated. Thus, the regular education teacher, nationally, has been included as part of the special education team now working with handicapped students.

Because of the infancy of minority concerns in special education there is currently a void in teacher preparation. As late as 1973, the Council for Exceptional Children sponsored its first major recognition of minority concerns in a cultural diversity conference, and shortly following, published a special issue of their journal, Exceptional Children, (1974, 40 (8), 547-625), including papers from the conference. This has been followed by increased professional activity and development, most recently expressed in two national conferences considering the Black Exceptional Child and Bilingualism in Special Education, in 1981. Thus, it is clear that the profession is on the move in terms of implementing educational mandates and in the development of suitable educational technology for minority handicapped children. The early stages of this development can be assessed through its literature.

In 1978, for example, review of the ERIC system revealed 18,000 citations for handicapped children, special education, and exceptional children. Similarly, 10,000 citations were listed under minorities and cultural diversity. Surprising was the finding that only 368 (2-3%) of the citations reported information pertaining to the special education of minority group children.

A compounding factor has been that teacher preparation in special education programs has lacked experiences with respect to minority and cultural factors. Exceptions are multicultural programs at Wright State University, Dayton, Ohio (Amos, Note 1) and the program at Norfolk State College, Norfolk, Virginia (Bessant-Bird, Note 2). Other Special Education departments have initiated review of these issues within the total fabric of their training programs (Meyen & Rodriquez, Note 3). Fuchigami (1978) reported that 77% of colleges he surveyed included some training information on ethnic and racial minorities but 65% noted that this information was available outside of special education. Moreover, these courses were not required for certification. Seventy-eight percent of the colleges reported they did not have training materials on minorities.

The purpose of this volume is to provide teachers with a unified body of literature concerning current minority issues with special focus as they effect the education of handicapped children in today's schools. This book was originally developed to serve as a key part of an in-service training program for teachers currently in the field. The book has also been used as a text for a university course at the University of Kansas, Department of Special Education, entitled, "Minority Issues in Special Education". The goal is training of regular, and special education teachers to enable a complete grasp of issues and educational procedures, many of which have only been dealt with as fragmentary issues in current books and materials. This book is designed to be a unified source concerning current minority issues as they effect regular and special education today.

Development of the book and the total inservice training program spanned three years from 1979-1982, and was supported by a grant from the Office of Special Education, U.S. Department of Education. Development included a review of the literature and the extraction of major issues. Issues were discussed at length by a group of minority and handicapped educational specialists involved in the education of handicapped children. Issues that were validated by this group and elaborated by them as important for teacher training were included. The content was organized to provide a source of readings and of reference materials.

The accompanying instructor's manual contains the essential procedures for conducting training. From the start of the project, we developed the program with the concept of the building principal as the inservice leader for this program. Thus, the materials have been developed to allow a successful inservice for building faculty to be conducted by the principal or alternately by a special educational faculty member or as a regular university course.

In terms of national activities for personal preparation, we can see at least three fronts: (1) via preservice programs, (2) via inservice programs, and (3) via the recruitment and training of minority, bilingual/cross-cultural persons in special education roles. All are beginning to impact the field. However, inservice is likely to be most immediate by serving teachers currently teaching, thus providing the most immediate effects on children's education. Moreover, the inservice program is materials dependent, rather than instructor dependent. Highly trained experts are not necessary for teachers to receive a good training program. Finally, since the materials (the book, instructor's manual, and filmstrip information package) are dissemination-oriented, they offer the potential for cost efficient training of large numbers of teachers.

Beyond the need and existence of the program, as we have described here, some may seriously question the validity of minority issues in Special Education. Since kids are kids, what is different about it? Will knowledge of minority issues effect what I do as a teacher in the classroom or with parents? Will it make me a more effective teacher: Will my students learn more because of this course? Will they interrelate better with one another? From our view, the answer is, yes. The most obvious benefits are the teachers placed in cross-racial teaching assignments. They require training concerning the cultural values and the behavioral characteristics of minority handicapped children in order to teach them. Special Education teachers in this role must know how handicapping conditions may be viewed by ethnic group parents, the kinds of parental support to be expected and the financial limitations that often are serious barriers to securing aid for some minority students.

With Special Education children that learn at slower rates, the teacher becomes a major trainer, in addition to the family, of ethnic roles, history, and language. Teachers must know what resources are available in the community for minority handicapped children. They must know which services are more appropriate to different families because of the agencies' objectives, the design of their services specifically for the poor, the elderly, by handicap, provision of translators, etc., that enable more effective use of the services by parents. Teachers must be qualified to select standardized tests that are more appropriate for minority students, due to characteristics of norming, item construction, and other technical characteristics of tests. Teachers should be aware of controversial issues related to tests and their use with minority and handicapped children. For example, use of criterion-referenced tests and their potential benefits in relationship to minority and handicapped children. Teachers must know Public Law 94-142, as it protects the educational rights of both handicapped and minority students in Special Education. Teachers should be trained to understand the recent legal decisions concerning Black English; be able to identify Black English; and use procedures that promote standard English usage in the classroom setting. Teachers must be competent to serve on district or building curriculum selection committees that evaluate the adequacy of materials with respect to the inclusion of the cultural, racial and ethnic experiences of children served. Teachers must know the motivating factors for children from differing ethnic backgrounds and how these will likely effect motivational programs that they design for children.

These are a few of the diverse areas, ranging from legal decisions, to texts, to curriculum, to interpersonal relations that clearly define a set of teaching competencies that will dramatically effect the design, delivery, and success of the educational program for any specific child. We believe these are skills that can be learned by all teachers and they are not simply sensitivity to human differences common to only a few unique individuals. Therein lies the impetus for this volume.

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Note to the Student: The Best Use of This Text

This text is organized into three major sections, Part I - Perspectives, Part II - Minority Issues, and Part III - The Epilogue. The chapters in each part of the book are designed to prepare you for participation in class lectures, group discussions, mastery examinations over each chapter, and to develop applications with students in your classroom. You will be assigned by your instructor, to prepare one chapter for each class meeting scheduled.

Each chapter is followed by a set of review questions similar to those that will be on a chapter mastery quiz that you will complete in class. Next are a set of questions that will be covered during a class discussion period. To prepare to the discussion briefly write a response to each question. This will help you contribute to the discussion. In Part II, prior discussants' points have been included for you to review beforehand. Finally, a set of application tasks are presented for development in your classroom.

To prepare each chapter proceed as follows:

1. Read each chapter throughly.
2. Answer the review questions provided and check your responses for accuracy.
3. Review the questions you don't understand by re-reading the associated materials in the chapter.
4. Prepare your responses for participation in the group discussion.
5. Read the sample discussion points (Chapters III-X).
6. Select an application task to develop in class with your students or fellow faculty members.

To the Instructor: Course Organization

This course is designed to be used an an inservice training program for teachers, conducted by the building principal or Special Education leader within the local school building. In addition to this volume for teachers, an Instructor's Manual, and a Filmstrip and Audio Cassette Information Kit are available. Detailed procedures for instructors are contained in the Instructor's Manual.

When used for inservice training the course requires a total of twelve 1 1/2 - 2 hour sessions to complete. The course can also be used as a university level course with the inclusion of additional materials. In this case three hour sessions are required for a 19 week semester course.

In both cases, training involves elements of lecture, group discussion, mastery examination, and readings from this book. Lectures are used by the instructor as a means for introducing new materials and highlighting specific issues. Group discussions are designed to encourage elaboration and application of the course content. Mastery examination sessions are designed to enable teachers to demonstrate mastery of course content and objectives. Mastery exams will be completed by teachers for each unit of materials at a 95% accuracy level. During the mastery examination sessions, tests may be repeated after students have re-studied and corrected earlier errors. An examination is available for evaluating student outcome over the entire course. Chapter readings are assigned, one at each meeting, to be completed prior to meeting in which discussion and mastery examination occur. Application tasks are suggested at the end of each chapter as a stimulus for implementation of course content in the school and classroom.

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PART I-PERSPECTIVES

Chapter 1

Introduction

Objectives

After completing Chapter 1 you will be able to:

(1) Discuss the "melting pot" concept of American culture yesterday and today.
(2) Describe three minority concerns in Special Education.
(3) Based upon a 'That's how they are' scenario, discuss the current qualifications of educational professionals with respect to their ability to provide appropriate educational experiences for minority students.
(4) Based upon your reading of four minority handicapping situations, discuss and point out the minority and handicapped concerns that must be considered in developing a program for each of these students.
(5) Describe four particular minority issues in Special Education and differentiate concerns from issues as used here.
(6) Describe and defend your professional view of minority issues in education and special education.

A free public education has traditionally been a basic tenet of American life. At various stages in the nation's history, education has been esteemed as the "great stabilizer" among peoples from diverse national origins. There is little doubt that public education has proudly been a major democratic achievement, the avenue for opportunity, social mobility, and quality of life for millions of Americans. A view expressed in our history has been the notion of America as the "melting pot" wherein peoples from mixed origins evolved to one unified American populace; a populace molded by the major values of American life, i.e., the American English language, the American spirit, and the basic social, religious, and economic benefits of life in this country.

As late as the 1960's, in the face of the civil rights movement, and as recently as the 70's, movements in support of handicapped persons and women's rights, other views have come to the attention of Americans. Foremost, minorities have reported a loss of their native identity in the mainstream of American life, including feelings of powerlessness and reduction of self-esteem. It can be argued that to adopt the American way destroys ethnic characteristics that add to the quality of peoples lives. Thus, we have witnessed the reemergence of ethnic pride, appreciation of cultural heritage, and respect for national origins. At present some minority cultures, namely, the American Indian, can be defined as an endangered species, facing ethnic extinction from years of social policies and well intended educational actions aimed at forcing them into the melting pot, at the expense of the old way.

Of course, these issues have been experienced, expressed, and interpreted from as many points of view as there are diverse racial/cultural groups living in this country. What appears clear, however, is that prior accepting attitudes of the role of social policy, education and special education have changed.

The first major fact concerning minorities and education is that on nearly any standardized test of academic performance given to randomly selected minority groups and similarly selected whites, the minority group will perform below the mean performance of the white group. The Kerner commission (1968) reported that black students in reading were on the average 1.6 grades behind the national level and by the 12th grade were 3.3 grades behind. Minority students from Harlem are one year behind other New York children at grade 3, two years behind by grade 6, by grade 8 they are two and one-half years behind other New York students, and three years behind the national level (Clark, 1965).

When considered within the current context of the 1980's with lagging achievement levels in the basic skills, these data from ten years ago are particularly discouraging. In New York City schools, for example, a 50% high school dropout rate is predicted for 1980 (New York Times, March 14, 1981). Education, based upon these data, appears not to be the equalizer it has been previously thought to be. Yet, economically poor urban parents still believe that through education their children will have the opportunity to lead a decent life (Green, Baken, McMillan & Lezott, 1973, p. 602).

These devastating educational findings have not only been related to minority race/culture but also linked to factors of inner-city urban life, socio-economic status, and poverty (Reynolds, 1975). In a chapter reviewing educational research in urban schools, it was reported that urban schools currently have the lowest achievement levels and the least competent staffs (Green et al., 1973). Thus, while it would appear expedient to separate minority race/culture and related aspects (i.e., poverty and depriving conditions) from student exceptionality, a number of overlapping and related features prevent such an analysis. Foremost is testing and educational assessment. Children scoring below standard performance levels are alike in their current inability to perform basic academic operations. They are different in the social, physical, and instructional histories surrounding this current inability.

Minority Concerns

Assessment is perhaps the most widely reported and politically sensitive concern in the education and special education of minority group children. Jones and Wilderson (1976) summarized four major areas related to assessment and placement of minority group children in special education. These areas were (1) the fact that minority group children in the past have been overrepresented in special education classes (Dunn, 1968; Coleman, 1966), (2) that assessment practices have and perhaps in some aspects continue to be, biased against children from minority cultures, (3) that special education labels are stigmatizing and affect students' self-image, and (4) that in many instances teachers' expectations are that minority group children will not succeed academically. An additional criticism is that the selection and training of gifted minority students has only recently been progressively pursued (Sato, 1974).

Cultural Stereotypes and Expectation

Considerable research has been done on the effects of labels on Special Education students. Jones and Wilderson (1976) conclude that while there appear to be no demonstrated adverse effects on childrens' achievement due to labels, labels do tend to create embarrassment and loss of self-esteem. Jones (1972) reported that the labels mentally retarded, lower class, culturally deprived, culturally disadvantaged, and slow-learner were seen as negative characterizations by black students. Others have been concerned with the effects of labels on the students' teacher's expectations, and behavior, rather than directly upon the children (Firestone & Bordy, 1975).

The self-fulfilling prophesy (Rosenthal & Jacobsen, 1968; Rist, 1972) has received wide attention and is thought to operate when teachers hold particular views of the ability of their students to perform in school. The hypothesis is that expectations based upon labels will be transmitted to students, effecting their academic performance and behavior. For example, a teacher might not provide as many opportunities to a particular child to respond academically or provide as much praise or encouragement. Good and Brophy (1972) found in an observational study that teachers differentially praised and called upon students they had rated as bright versus those that they had rated as disruptive or as having behavior problems. Another hypothesis suggests that these children might not be challenged by teachers as a result of curriculum and experiences provided due to the teachers' and their supervisors' misinformation concerning the childrens' ability and use of correct procedures. A case in point follows (Reported by Terry, Kretsch, & Rawlings, 1980):

"That's The Way They Are"

Scene

A learning disabled classroom in an inner-city school in the Midwest. The class is comprised of eight black students, seven to nine years old.

Two of the children should be second graders and six should be third graders. Mrs. Jones just completed her L.D. certification the summer before, and is in her first special education teaching assignment. She is white, and commutes to her job in the inner-city. Her previous teaching consistedof two years in second grade and was completed in a school in the surburban community in which she lives. Her interest in Special Education stems from her belief that all children can learn given the willingness of someone to work with them.

By November, however, Mrs. Jones found herself discouraged and defeated. She was seriously considering resigning.

November 20 - Mrs. Jones describing her situation:

> "The situation which prompted me to seek help was that I was already defeated by my children. I found very soon that I did not have the skills or the personality to deal with these inner-city black children. This is my first experience working with these children and it's been quite a cultural shock.
>
> After expressing these concerns to my supervisor and having her observe the class, I was told that talking back and other disruptive behaviors were typical of inner-city black children, and that 'my' situation wasn't bad at all. She never really saw the children at their worst. I was really needing some support at this time, some suggestions and techniques to use, and all I was told was 'get tough'. I found this all extremely frustrating to the extent of quitting. I was going home each night and thinking repeatedly 'Why am I a teacher? What was I doing, and what am I going to do?'
>
> I really was unable to do any teaching because I had to deal with fighting, cursing, talking back, yelling, tantrums, hitting, falling out of chairs, sliding on the floor, incomplete work and the like. I'd been dealing with these behaviors by taking away recess and calling parents. I had found no support in the homes either. I'd even had five no shows in eight parent conferences, just to give you the picture. I'd even taken two of the children to the principal for paddling, and they still acted up.
>
> These were my concerns and frustrations. Luckily I had had some previous successful teaching experiences and enough feedback to feel good about my teaching. In that area I felt confident. I wanted to teach!"

Soon after, and with the principal's approval, Mrs. Jones was able to receive some consulting help from staff in the Department of Special Education at the local university. After observing the classroom the consultants and Mrs. Jones made changes in her approach that had a dramatic impact on the behavior of the children. These changes were in three areas (1) modification of seating arrangements to make the children visually and physically more accessable to the teacher, (2) change in the curriculum and teaching formats used, and (3) a classroom point system used to reinforce good behavior. Data was also collected by the consultants before and after the program in order to monitor progress.

December 15:

> "After three weeks of the new program, I feel as though I have a different set of kids and a new outlook upon my situation. First, I am finally developing a working relationship with the kids. Before the program began, I really didn't like or enjoy the children, and I'm sure that it was likewise for them. I'm beginning to see some very nice courteous behavior which was nonexistent before, both verbal and behavioral. Not only are they treating me better, but each other as well.
>
> One aspect that I learned from the consultants was that my children really didn't know how to behave in the classroom. They had not learned this skill. They didn't sit in their seats, work independently on seatwork, nor did they wait one's turn. I understand now why my small reading groups and individual reading were failing miserably. Now what we are doing is shaping them gradually to sit and do seatwork, rather than doing the small reading groups. Before they simply could not handle sitting there without my direct attention. But now I am able to stand back, without going to their desks to keep them working, for up to ten minutes at a time.
>
> The number one advantage of the program now is that it has allowed me to be positive with the children. Being positive praising and rewarding good behavior frequently, allows me to feel good about what I'm doing and to feel good about myself as a teacher. Before I was so negative and rarely ever found behaviors to approve. Perhaps because I simply did not know how to see them. Of course it takes a lot of energy to go around the room and deliver points and verbal praise, but I usually feel good at the end of the day. I'm starting to feel like myself again. I feel better about what I'm doing, and it's rubbing off on the kids and we are benefiting from it; and I feel that we are!"

After continuing to run the program on her own to the end of the year, Mrs. Jones reflects on the total experience.

May 21:

"Now that I'm in the last week of the school year, I am totally amazed how far my class has come. It also angers me to think I had to go to outside consultants to get the help I needed to meet the needs of the children in my classroom. Of course, at the beginning of the year when I found myself with eight inner-city black children, I blamed their culture, and I blamed my middle-class values. I'm sure that this must be partly responsible for the childrens' failure to learn and my failure to teach at the beginning of the year. I honestly had no idea how to deal with children from this culture. I wish someone had at least pulled me aside and had given me a good idea of what I was about to encounter. Nothing in my Special Education program at the university had prepared me for what to expect in this case or what I could do about it. At least I should have learned some tools to work with unruly and unmotivated children.

Now I feel that I have learned the tools and I understand better the unruly behavior of these children such that I will be able to step into my next classroom prepared to whip their behavior into shape in the first few months of the year. I don't feel that it matters whether the kids are black, white, or whatever, I feel that the tools will work with any group of children. Moreover, it was wrong for my supervisor to tell me 'that's the way they are' continuing a negative stereotype, when the problem is to teach them to behave according to the normal expectancies of the classroom, which I found they are certainly capable of doing when a careful plan is followed and the right tools are used.

When I see children who, at the beginning of the year were calling me names, jumping on tables, throwing chairs and books, and now they talk to me nicely, do what I ask, and enjoy hugging me, I know that even the worst situation can be turned around. Without this experience I know I would not have survived this year. I would have either have quit from the frustration or because I emotionally couldn't handle the abuse and lack of control and support. I used to cry driving home and, you won't believe, right on the playground because I would get so upset. It's so neat that through a problem not only have my kids gotten their behavior under control, but we have developed a close relationship. We actually like each other. I never thought I'd feel sad about leaving them, but I'm feeling a lot of sadness, since we've come so far together."

Mrs. Jones
L.D. Teacher

Certainly it is not difficult to relate to the problems encountered by this teacher, or to the advice given to her by her supervisor. This was a classic problem of expectancy concerning the stereotypes of minorities, their behavior, and their potential to learn in school,and is a reoccurring problem. Particularly when this stereotype is balanced against the professional knowledge of the effectiveness of good educational procedures, such as those employed in this case. Why not do it right, rather than resorting to being tough?

Appropriate Curriculum

The fact that curriculum derives from the cultural/social context is perhaps paramount in a discussion of curricula in the special education of minority handicapped children. Regardless of the academic skill level being taught within the framework of teaching format, the social-cultural context is an inescapable and often times a little considered correlate. Dabney (1976) has argued that curricula, simultaneously with the teaching of the basic skills of reading, writing, self help, language, speech, etc. facilitates childrens:

"--Understanding and valuing of themselves,
--Believing they have an investment in the future,
--Feeling that they are not powerless or unimportant,
--Coping adequately, even creatively, with their society,
--Identifying positively with the community,
--Identifying roles for the present and future,
--Developing the competence to assume these roles" (Dabney, 1976, p. 113).

Minorities have recently expressed greater value in the cultural, historic, and social perspectives of their roles in the American society, than in the specific academic skills that are taught. It is often thought that minority children learn isolation, to express hatred toward, and become segregated from the mainstream of American life style when it's significantly portrayed in the curricula that they do not fully participate.

Curriculum needs in the special education of the handicapped must be designed to attend to factors such as language, dialect, cultural differences, national origins, heritage of peoples, and variations in ethnic learning styles.

Some curricula in reading, math and language have been demonstrated more effective in teaching basic skills (Becker, 1977; Becker, 1978). The follow-through evaluations concluded that both the Becker-Englemann (Oregon Model) and Bushell, (Kansas Model),based upon a learning theory approach, were more effective in increasing the standardized test scores of low socio-economic and primarily minority children than were other reading programs.

Related to their direct instruction methods, Becker and Carnine (1978) discussed areas of reading instruction in which additional research should be completed and included the: (1) rate of presentation, (2) kinds of examples used, (3) amount of practice, (4) review provided, (5) corrections used, and (6) use of positive reinforcement.

As can be seen, none of these areas specifically include the cultural/social context of what is learned, i.e., the persons involved, their roles, their behavior, situations, etc. It is impossible to conceive of a method of reading instruction in which some cultural/social learnings are not widely included. The problem has been the heavy bias toward white middle-class society and it's values. Thus, only with a concerted effort to program in values, history, culture, social roles, and contribution will we insure that the teaching of cultural perspective does not become simple, incidental, or systematically biased. To function in society, Blacks must realize that they are at times submitted to prejudice, discrimination, have identity conflicts, and they must learn strategies to cope in order to achieve and survive. So do handicapped persons. What survival skills does the retarded Black child have without a concerted effort to teach these cultural requisites for life in society? Clearly, normalized lifestyles for the handicapped, including employment for the retarded, is a coming fact of current American life. This is the focus of vocational training and rehabilitation programs being developed at the Universities of Oregon and Illinois (Bellamy, 1974; Rusch, 1980). Their work is resulting in self support models for adult retarded citizens employed in electronic parts assembly and food service. This focus is upon self-sufficiency including bus ridership training, home living skills, and employment in the real economic world. These are current and expanding realities in current special education practice and technology. Continuing research, training, and program development will accelerate these progressive trends for the handicapped. Thus, training in the appropriate cultural perspectives, in addition to the technological skills of employment and self care, are critical for handicapped persons and their teachers.

Ethnic Heritages

Perhaps the most vocal of complaints from minority groups at the University level has been the concern over accurate historical and cultural contributions of minority/ethnic citizens to the larger American and world society. Black studies and Chicano studies are relatively commonplace today on most campuses, yet ten years ago the struggle to establish these courses reached almost revolutionary levels. Today, the problem is in the accurate and equitable inclusion of minority persons and culture into the social fabric of the school curriculum.

It is now possible to speak of an educational specialty called multicultural education. The goal of which is the education of children for life in a pluralistic society, one in which many races and ethnic backgrounds are a part. Multicultural education has been a relatively recent development in education departments. As of 1979 NCATE required teacher education programs to include elements of multicultural education to meet the Associations accreditation standards. Trends can also be documented with respect to teacher bilingual endorsements. A Spanish/English endorsement, for example, is offered at the University of Houston. Recent emphasis in education departments have also been on the recruitment of bilingual students for training in education and certification of teachers from bilingual populations.

Similar arguments are currently being made by handicapped groups regarding the contributions of hearing impaired and blind citizens, for example. Handicapped citizens, surprising to some, also have a history of contributing substantially to the development of the larger culture and carry out many occupational roles, including professional roles. Thus, it is likely that the minority student requiring special education, may need even to a larger degree, access to direct instruction with respect to their ethnic backgrounds, handicap background, and appropriate vocational models. These children must learn to identify and appreciate the cultural/social elements in which they will function as adults, as minority and handicapped individuals.

Values

Values learned through cultural heritage are another powerful area mediating the learning styles of handicapped children. Most dramatic is the contrast drawn by Pepper (1976), comparing the attitudes and styles of the American Indian in relationship to the Protestant Ethic. Only one of several contrasts drawn is presented here; for the American Indian: "Excellence is relative to a contribution to the group - not to personal glory." The dominant White value: "Competition and striving to win or to gain individual status is emphasized" (p. 135). Similar, and as dramatic differences exist in Asian values, Spanish values, and those of the Eskimo, and Hawaiian Islander, for example.

Capitalizing on cultural diversity in values, language, learning styles etc. is a key for successful education of children in the basic academic skills and their socialization as Americans, Americans with legitimate national origins.

Language

Language in the education of minority handicapped children is another important area. Bilingual children, non-English speaking children, the blind, and the deaf confront substantial problems in the learning of basic language skills to the extent that their opportunities to communicate are nonfuctional. Thus, bilingual staff trained and capable of adapting curriculum to the language differences of special children are a real necessity. It is also clear, particularly with respect to the recently arrived immigrants, that curriculum must be developed for use in the appropriate language with instruction devoted simultaneously to English.

Educational Rights

Both minorities and handicapped persons can point to long and recent histories of denial of their rights to appropriate education. And in many instances the personal battle for these rights continues for each individual. Brown vs. the Board of Education, 1954, was the prime decision for minorities legally ending segregation in schools and establishing the precedent of equal opportunity. The actions of the Federal government to establish bussing of students for racial balance in the public schools was seen for 10 years as the means for establishing equal opportunities in education for minority students. Currently, bussing appears to be waning as a national policy, and the new directions in educational policy await to be seen.

With the handicapped, Public Law 94-142 in 1975, established for the first time that the schools were responsible for the education of all handicapped children. Schools have had histories of denying services to handicapped students based upon local decisions and criteria. P.L. 94-142 established due process for assessment and placement of children into special education and established guidelines for appropriate programming for the handicapped, i.e., the Individualized Education Program (IEP). In the past, when excluded, parents of handicapped children shouldered the responsibility both for locating appropriate services, often in the private sector, in addition to the financial burden for educating these children. After six years this law and its regulations are being reviewed for possible change, along with changes in Federal support for education. Changes in support and use of the non-categorical block grant could remove P.L. 94-142 protection for handicapped students. One must conclude from a short view of these years, 1950-1980, that the educational rights of minorities and the handicapped are not permanently assured and that a constant vigil must be maintained in order to protect them.

Discrimination

The concerns of racial and ethnic minorities with discrimination is well known and needs little review. The major areas in which discrimination is a problem have been in housing, employment, and education. All three are areas in which the intellectual and economic well-being of the individual are at stake in society.

Surprisingly to some, handicapped persons also suffer from discrimination in the same areas and forms as do minorities. Housing discrimination, for example, is a major problem for retarded persons living in group homes set in regular neighborhood environs (New York Times, 1979). In some cases, violence has occurred and disgruntled neighbors have destroyed homes, picketed, and harassed the residents in blatent attempts to prevent the people from living in the community. In many cases, handicapped persons are discriminated against in chauvinistic ways such as physical facilities that will not allow their admittance, e.g., public buildings, restaurants, and common modes of transportation. Bathroom facilities are often inappropriately designed for handicapped persons. The deaf are discriminated against because of the lack of means for them to communicate with hearing persons. They have equivalent problems as non-English speaking foreign nationals who cannot communicate with the larger society. Many handicapped persons are the last hired and the first fired. Employers wrongly often hold low expectations for the capabilities of handicapped persons. A common stereotype holds that they only perform the lowest skilled jobs.

Both minorities and handicapped persons have experienced discrimination in schools due to segregated facilities, either schools or separate classrooms. The concepts of homogenious grouping and tracking in educational programs, while designed to allocate teaching effeciently to students with common academic skills in many cases has been ruled discriminatory by the courts (Oakland, 1977). The unexpected results have been that low socioeconomic, non-standard English speakers, and minority students have been disproportionately assigned to lower educational tracts and special education, producing segregated programs. Self-contained classrooms for the retarded, for example, have long histories of defacto exclusion of their students from the mainstream of the school, both in terms of the academic program and in terms of social interaction with normal children. In fact, such policies are thought to contribute in a large way to labeling of the excluded parties and their inevitable social rejection by the majority.

Mainstreaming as an educational concept has been developed in large part to assist in the integration of handicapped persons into the normal school program. Referred to as education in the 'least restrictive environment' in PL 94-142, mainstreaming asserts that (1) handicapped students should be integrated with normal students wherever possible and (2) that special education services and programs should be developed to augment this policy. Thus, the concepts of resource teacher, and resource room have developed such that students may receive their education in both special and regular classroom settings.

Minorities in the Profession

Minorities have long been concerned about their representation at all levels in professional education (i.e., as teachers, administrators, psychologists, etc.). Recently there has been a recognized need in special education for minority teachers and psychologists. This has also generalized to bilingual professionals who will be competent to teach and assess students in their native languages. Severe problems are faced when there is limited match between ethnic, racial, and language backgrounds between staff and students. Another development in this regard has been the establishment of the Minority Concerns Office at the Council for Exceptional Children in Reston, Virginia. The Council is the national professional organization for special education in the United States. The minority concerns office was formed in 1978 and is currently directed by Dr. Phillip Chinn. The mission of the office is to provide an information resource on all aspects of minority issues in special education. Thus, information on issues, law, procedures, programs, staff training, competencies, etc. are available. The office also maintains a data bank on minority professionals and their current expertise in special education so that training and consultation among professionals can occur.

Needs, Issues, and Questions

The concern is clear. For handicapped children living in minority racial, ethnic, or cultural settings, what additional needs and services are required for their education, beyond and in addition to those provided for children with similar handicapping conditions but without the minority background? An example would be a child with cerebral palsy, coming from a Spanish speaking, low-income family background. Are there not clear and distinct service factors that must be organized by school personnel in order to provide appropriate services? How will home training be provided and communicated? What assessment techniques are appropriate? What community services are available for this particular child? How will bilingual parents be educated to participate in the appropriate care and education of this child? What customs are likely to hinder the provision of a free public education for this child? Are teachers aware of these factors? Are there particular barriers to such a handicapped child due to either ethnic background or the severity of his/her handicap? Are these needs recognizable at the local school levels? Can the appropriate services be brought into play to accomodate these specialized needs? Since many of these specialized needs will be related to the local racial and cultural makeup of a community, what is the school principal's and the teachers roles in recognizing these needs and directing provision of services?

These are some of the concerns to be considered and discussed in this book and hopefully to be answered. To dramatize the importance of these considerations four descriptions of minority children likely to enter special education programs are presented. Consider as you read, the possible answers to the questions we have just posed and the solutions that you could offer.

Handicapping Situation - Afro-American

Miss Devona Williams is a 20 year old, single, black mother of Larry, a 6 year old male. He was diagnosed at birth as having cerebral palsy and mental retardation due to anoxia (oxygen deprivation) during a prolonged and difficult delivery. Miss Williams left high school at the time of her son's birth and has been unable to return because of her son's condition and her continuing financial problems. Larry has worn leg braces since age three and he received speech therapy while attending public school for a short period of time in Goodwater, Alabama.

Miss Williams moved to Kansas City in the middle of the school year to live near her older sister in the Wayne Miner Projects. She is on welfare, has had no employment experience, and because of Larry,must care for him at home.

During a recent conference with Kansas City District staff she announced that she had not taken her son to the doctor in six months and that she wants to know how to do this and to obtain speech therapy for her son. She stated that when in Alabama she quit taking her son to the free clinic because she never saw the same doctor twice and she felt she always got the run-around. She had to visit three agencies before she found a half-day nursery for him. She said the nursery was for children with cerebral palsy and that motor skill development was stressed and not academic skills. She has looked for agencies in the Kansas City area but does not know who to call. She would like to go back to school to complete a GED. She stated that the other families in her new housing project do not seem to want to associate with her because of her son. It was clear from the interview that Ms. Williams speaks Black English, as does Larry.

She is not sure what special needs Larry has, what his potential is, or just what to do with him, now or in the future. Larry's IQ was assessed at 78 by an examiner familiar with Black English and will likely be assigned to a class serving the multiple handicapped. Perhaps he can be mainstreamed part of the day in the regular classroom under the very best circumstances.

Handicapping Situation - Asian-American

Mr. Yong, his wife Suing, their son, Nhoc, and a 3-year old daughter, Jin, are Vietnamese refugees who escaped their country for freedom four years ago. Unlike the other refugees on their small boat, the Yong's family paid a special high price for their escape. During their 16 day voyage at sea, their son, Nhoc,was sick with a high fever and was unconscious for almost two days. Mr. and Mrs. Yong were worried about Nhoc, as were the other refugees, but could do little for him.

Luckily, they landed in Malaysia where they were transferred to a refugee camp and Nhoc was taken to the hospital. Nhoc stayed in the hospital for two weeks and recovered. The doctor, however, told Mr. Yong that Nhoc might have suffered cerebral damage because of prolonged oxygen deprivation due to the high fever.

Five months later, an American family sponsored the Yong's and they came to the United States. After a short period they joined friends living in inner-city Kansas City. Mr. Yong speaks fairly good English and he has managed to work at a gas station during the day and in a restaurant four evenings each week. Since his wife Suing speaks very little English, she spends most of her time at home caring for Jin.

Nhoc had some informal education while in Vietnam and at the camp. In Kansas City, Nhoc was enrolled for his first time in the first grade. During his first two months in school, his teacher, Ms. Collin, found it very difficult to deal with Nhoc because of his limited English. He has few friends in school. Ms. Collin said that he is quiet, but distractable, and that he has both fine and gross motor problems. He has trouble running, catching, and jumping. When he walks he exhibits a rigid, stiff-legged gait and he maintains a palmar grasp when holding his pencil. She also said that he had two seizures during this time. The other students in the class, she said, are afraid of him.

Communication with Nhoc's parents has always been a problem since an interpreter is not available in school and Mr. Yong is too difficult to reach because of his busy work schedule. They also have no telephone. Ms. Collin has referred Nhoc to the psychologist for assessment for special education.

Handicapping Situation - American Indian

Joe Littlefoot is an eight year-old deaf and legally blind Navajo Indian boy. Because of his inability to speak and follow instructions, and his sometime appearance of being in his own world, he was labeled as mentally retarded and autistic at the reservation school before he was found to have a severe hearing loss. While at the reservation school the teacher started to teach him some basic signs. However, he was unable to use what he was taught at home. His father is a factory worker when he can get work off the reservation. He and his wife completed public school through the 8th grade and, of course, neither of them can use sign language.

Since the Navajo culture historically has placed great store in those individuals who are exceptional, they define deafness as "he who does not speak because he does not hear". They are inclined to do little to intervene, educate, or teach the handicapped. On the reservation the handicapped are accepted as they are and find a place in the local community, but since the Littlefoots are now living in Kansas City, Joe's place in the family, society, and the interests of the school in treating and educating, seemingly conflict at times with the family's basic values.

The Littlefoots have three other children ranging in age from 5-10 years. Two of these children were placed in LD classes for a while last year and just recently returned to regular classroom placements. The district is currently planning an IEP conference including teachers, the parents, the school psychologist and physician to consider Joe's recent diagnosis of deafness and to decide the correct placement for him. Joe is currently behind his deaf peers because of his late diagnosis. The options the district has to recommend are (1) that Joe's parents send him to a school for the deaf, (2) or to place him in a class for the learning disabled and give him special instruction in the use of sign language.

Handicapping Situation - Hispanic

Seven year-old Carlos Garcia has recently been staffed into a Level I Learning Disablities class. He comes from a regular 1st grade class in a Kansas City school. The area has a high population of Spanish speaking families. Carlos' new placement in a special class means he will ride the bus approximately one hour each day to a school in another area composed of middle to upper class Anglo families.

Carlos was assessed as being 2 years behind in both math and reading skills. He should be in 2nd grade this year. Language tests suggested Carlos to be semi-lingual; proficient in neither Spanish or English. His verbal expressive skills were described as minimal and his receptive skills were described by the teacher in these words, "Carlos just doesn't seem to understand". His regular 1st grade teacher indicated that he seldom participated in classroom discussions, talked to himself and often seemed to be in a "world of his own." Carlos had difficulty copying the simplest shapes on a standardized test. He did not appear to know how to hold the pencil during most of the exercises, and the examiner concluded his fine motor skills are inadequate. The teacher commented that Carlos blinks constantly and grins all the time, even when being punished or reprimanded. Carlos plays well with the other kids many of whom are relatives.

In his first week in the special class Carlos was absent 2 of the 5 days. Notes sent home were not answered. Carlos lives with his 31 year-old mother, 8 year-old brother and 15-year old sister. His grandmother lives in the same project. The second week Carlos was again absent 2 days. This pattern of absences has continued. When in school he participates very little and ignores or does not understand the simplest directions from his Anglo teacher. When he speaks it is sometimes Spanish, sometimes English. A referral has been made to the vision specialist and the speech teacher, however, parental permission has not been received nor has the parent responded for an IEP conference. Relunctantly the teacher made a home visit. Her report was:

> "Ms. Garcia does not trust the schools especially outside of her neighborhood. She repeatedly made reference to Carlos being able to walk to his home school with his relatives and close enough for her or his uncles to go to school activities. She doesn't have any transportation of her own. Everyone appears to baby Carlos and do his talking for him. The mother shifted between broken English and Spanish throughout the conference." The IEP was signed with little explanation to the mother and a quick exit was made.

The teacher made a mental note that if the parent doesn't want him in my class I'm sure not going to worry about it. This was repeated later to a fellow teacher in the lounge.

Carlos continues to attend school sporadically. There has been no follow-up with the vision specialist or speech teacher and his prognosis appears poor.

Minority Issues in Special Education

While there exists considerable research and materials dealing with minority education, multi-cultural education, and education of handicapped children, there is not currently the equivalent literature for the special education of minority children. Our aim has been to rectify this fact by the identification, validation and organization of minority issues as they apply to special education. We have taken a broad view of the field and its content. We specifically avoided many of the well traveled areas. This is not a course in race relations, nor is it specifically a course in multicultural education and curriculum development. Rather it is a review of issues spanning the entire field. This book is designed to serve both as a basis for teacher training and also as a reference resource.

Method of Identification and Validation. Work began by surveying the literature in the areas just mentioned in the education and special education fields. This included two computer searches and interviews with special education faculty at the University of Kansas. Based upon this information reports were written summarizing the literature in general areas of concern to minorities. Major points were developed as a minority issue within each of 9 areas. The reports were read and discussed by a panel of consultants comprised of both minority and handicapped persons professionally involved in the special education and treatment of handicapped persons. Thus, professionals represented, for example, the Swope Parkway Comprehensive Health Center, the Independence, Missouri public schools, the Kansas City public schools, the Missouri Govenors Committee on the Employment of the Handicapped, and the University of Kansas, Department of Special Education. Four members of the committee were minorities, half were female, and one was handicapped.

A total of twenty 2-hour meetings were held, sixteen of which focused on the nine areas which were discussed by the committee and the author's Committee members were asked to prepare written responses in reply to approximately 10 issue questions following each unit. These responses were also used by committee members to contribute to the discussion. Two meetings were devoted to each report. During the first meeting over an area,the ten issue questions were discussed. At the end of the meeting new issues developed in the course of discussion were put on the agenda for the next meeting. The new issues for each meeting were discussed in the second concluding meeting for each area. In addition to providing written commentary on the issues which is included in later chapters, the committee persons also provided rankings of the importance of each separate issue and their satisfaction with the meeting conducted for that report.

Issue Areas

Table 1 presents a summary of issue areas identified and included in subsequent chapters.

Table 1

Minority Issue Areas

1. Focus on Assessment Procedures
    - Bias in test construction-both standardized and teacher constructed tests.
    - Norms and performance standards.
    - Screening.
    - Qualification of examiners in relationship to minority handicapped children.
    - Language problems related to tests and examiners.
    - Criterion referenced measures, including observation.
    - I.E.P. issues.

2. Focus on Language
    - Recent court cases.
    - English as a second language.
    - Dialects of English, i.e., black English.
    - As a barrier.
    - Implications for teachers.

3. Focus on Minority Culture Characteristics and Learning Styles
    - Description of minority students learning styles.
    - Focus on the roles of curriculum, motivation, interest, and appropriate educational goals.
    - Description of the minority group's recent and historical attitudes and treatment of handicapped persons.
    - Development of a realistic current perspective of the handicapped person's role(s) in the minority culture and community.

4. Focus on Educational Objectives and Curricula for the Minority Handicapped.
    - Types of curricula.
    - Curriculum modification.
    - Methods for capitalizing on cultural diversity in curricula development.

--Translating learning objectives into cultural/ethnically appropriate curricula.

5. Focus on Educational and Vocational Barriers

- Barriers to free and appropriate education will be identified and listed.
- Corrective actions for removal of barriers will be suggested. These corrective actions could range from renovation of sidewalk curbs, to admit wheelchair passage, to training of parents to realize the potential of their handicapped children to lead useful adult lives.
- Barriers due to minority group status will be examined in addition to those experienced by majority race handicapped children.

6. Focus on School Policies as They Affect the Handicapped

- Suspension policies.
- Participation in athletics and social activities.
- Grading policies.

7. Focus on Community Resources

- Survey community resources for minorities and the handicapped.
- Determine the extent of minority handicapped use of the services.
- Determine how these groups can better service minority handicapped persons.

8. Focus on Community Awareness

- Community awareness and concern for the problems of minority handicapped persons.
- Recommendations for educating the public to the problems of the minority handicapped.

9. Focus on Training of School Staffs

- Training in barriers to appropriate education.
- Training in minority and handicapped learning styles.
- Training in the vocational and academic potential of the minority handicapped.
- Training in objectives and curriculum for the minority handicapped.
- Training in techniques for appropriate assessment and evaluation of handicapped children's performance.

Validation Results

Table 2 presents the committee members ratings of the importance of the issues areas which they reviewed, an index of their validity. For eight areas in which the ratings were received the averages ranged from 5.9 to 6.4 (1=of little importance; 7=of greatest importance). Since the lowest average rating was high 5.9, it was concluded that the content of all eight units were independently confirmed as of great importance by the participants and were thus included in this volume. Table 3 contains a summary of the participants satisfaction with the conduct of the meetings covering each issue report. It was evident that the lowest rating was 5.4.

Table 2

Minority Issues Area Importance Ratings Summary[a]

Issue Area	Mean Rating	Standard Deviation	Range
Assessment	5.9	0.5	4.8-6.3
Language	6.4	0.4	5.5-6.8
Learning Styles	6.3	0.4	5.5-6.7
Curriculum	6.1	0.5	5.2-6.7
Barriers	6.2	0.5	5.2-6.7
School Policies	5.9	0.4	5.2-6.5
Community Awareness and Resources	6.2	0.3	5.7-6.6
Staff Training	6.1	0.4	5.5-6.6

Note a, 1=of no importance ; 7= of most importance

Participants reported that the content of the reports were relevant, that the format for presenting the material in the reports was appropriate, that sufficient time was provided for them to review and prepare their material, and that the meetings moved smoothly during the deliberations. Concerning the second meeting, it was also confirmed that the new issue and concerns developed by the committee in the first meeting were seen to be relevant additions to those developed by the project team.

Table 3

Ratings of Minority Issue Discussion Meeting Procedures[1]

Procedure Ratings for first meeting on each topic	Assessment	Learning Styles	Curriculum	Barriers	School Policies	Community	Staff Training
1. Does the content of the area appear relevant?	6.2	6.0	6.6	6.6	5.8	6.4	6.5
2. Is the format and presentation of the area appropriate?	6.2	6.3	6.4	6.2	6.4	6.2	6.8
3. Is there sufficient time between meetings to review the materials?	6.0	5.7	6.2	6.0	6.8	6.4	6.7
4. Does the meeting move smoothly through discussion?	5.6	6.3	6.8	6.4	6.6	6.2	6.7

[1] Ratings for language were not obtained.

Table 3 (Continued)

Ratings of Minority Issue Discussion Meeting Procedures[1]

Procedure Ratings for second meeting on each topic	Assessment	Learning Styles	Curriculum	Barriers	School Policies	Community	Staff Training
1. Do you consider the new issues relevant to the topic?	5.8	6.2	5.4	6.5	6.5	6.3	5.8
2. Do you feel that you have had enough time to discuss the topic?	5.8	6.6	6.4	6.6	6.8	6.7	6.8
3. Have we sufficiently covered the area?	5.4	6.4	6.2	6.2	5.8	6.7	6.4
4. Did the meeting move smoothly through the discussion?	6.2	6.6	6.6	6.6	6.7	6.5	6.6

[1] Ratings for language were not obtained.

Summary

The objective of this chapter was to introduce the student to minority concerns in special education. Beginning with a general discussion of the role of public education in America as the avenue for social mobility, contrasting views of the success of education, the melting pot philosophy, and minorities pride in their own national and ethnic origins were considered. Nine areas of concern including: (1) Assessment and placement in special education, (2) Cultural stereotypes and expectations, (3) Curriculum, (4) Ethnic heritage, (5) Values, (6) Language, (7) Educational Rights, (8) Discrimination, and (9) Minority staff in education were considered. Four case descriptions of minority handicapped children were presented to personalize and specify the challenge teachers will encounter providing appropriate educational experiences for them.

The method of selecting issues, involving a committee comprised of professional minority and handicapped educators, who read, discussed, and reviewed nine issue areas, was described. The nine validated issue areas were presented accompanied by the committee's ratings establishing their importance for inclusion.

In Chapter II we will consider the subjects of this volume, minority and handicapped children. As a means for focusing this discussion, we will base the discussion on the Kansas City, Kansas School District. We will review minority groups, their historical and cultural backgrounds in this community, and review the major professional areas of special education. In Chapter III we will begin the first major issue area, Assessment.

Review and Study Questions

1. Explain the melting pot concept in American history. Describe two problems minorities have expressed concerning the concept.

2. Is education the great equalizer it is thought to be?

3. Express minorities concerns with the following areas:

   a. Assessment
   b. Cultural stereotypes
   c. Curriculum
   d. Ethnic heritage
   e. Values
   f. Language
   g. Educational rights
   h. Discrimination
   i. Minorities in the profession

4. Which concern was operating in "that's the way they are" scenario?

5. Suggest an educational plan for one of the minority handicapping cases.

6. In your opinion what are the most important factors barring the appropriate education of each student?

   a. Afro-American
   b. Asian-American
   c. American Indian
   d. Hispanic American

7. Describe the method used to select and validate the minority issues included in this volume.

Discussion Questions

1. Discuss each of the issue areas and substantiate their importance to the education of minority handicapped children.

    a. Assessment procedures
    b. Language
    c. Cultural characteristics and learning styles
    d. Educational objectives and curriculum
    e. Educational and vocational barriers
    f. School policies
    g. Community resources
    h. Community awareness
    i. Training of school staff

Suggested Application Activities

1. Select a minority concern expressed in this unit that has a particular bearing upon your classroom or personal experience and plan to describe the situation to the group next week.

2. Prepare an activity with your class that will assess their comprehension of the terms used in this chapter. For example, minority group, handicapped, discrimination, etc.

3. Prepare an exercise that would demonstrate the concept in #2 above to your children. Include consideration of a handicapped person as also experiencing these problems, and not just minority groups.

4. Other.

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Chapter II

Minority and Handicapped Children in One Urban City District (Kansas City, Missouri)

Objectives:

After completing this chapter you will be able to:

1. Describe the minority population groups in the Kansas City School District.
2. Similarly describe the incidence of handicapped children in the District and those of specific ethnic backgrounds.
3. Describe the range of student's home languages based upon a district survey.
4. Describe the major certification areas in special education and the content of each.
5. Develop a historical perspective concerning the major minority and ethnic groups attending district schools and describe the current issues facing each group today in the community.

Definitions

Race. One of the major zoological subdivisions of mankind, regarded as having a common origin and exhibiting a relatively constant set of genetically determined physical traits, (i.e., pigmentation, hair form, epicanthic folds (eyes), facial and bodily proportions). Any group of people having characteristics that unite them or differentiate them from another (i.e., national origin).

Ethnic. Of, belonging to, or distinctive of a particular racial, cultural, or language division of mankind or a subdivision marked by common language or customs, (i.e., groups based upon common religious customs.)

Minority. The smaller in number of two parts or parties. A racial, religious, political or national group smaller than and usually different in some ways from the larger group of which it is a part.

Culture. The sum total of the attainments and learned behavior patterns of any specific race or prople regarded as expressing a traditional way of life subject to gradual but continuous modification by succeeding generations.

Pluralism. A social condition in which disparate religious, ethnic, and racial groups are geographically intermingled and united in a single nation as in the United States. Also pluralistic society, pluralistic culture.

The purpose of this chapter is to provide the student with an appreciation for the diversity of the minority groups and special education programs in one urban school district. To meet this objective the Kansas City, Missouri School District in Kansas City, Missouri will serve as a specific example. It is recognized that many minorities living in other regions and environments of the country will not be represented. However, it is our purpose, based on this example, to demonstrate the demographic data that are or can be available to school personnel in all regions for use in planning their programs to reflect concern for minority issues relevant to the populations served by them.

National Demographics

The United States Census in 1980 reported a total population of 226,504,825 persons. Persons listing themselves as white accounted for 83.2% (188,340,790), Blacks accounted for 11.7% (26,488,218), American Indian, Eskimo, and Aleut accounted for .6% (1,418,195), Asian and Pacific Islanders accounted for 1.5% (3,500,636), and other diverse groups accounted for 3% (6,756,986). Persons of Spanish origin accounted for 6.4% (14,605,883) of the total and listed themselves as white or black.

A number of trends appear to be supported by the 1980 census data. It appeared that for the first time the long standing migration of Blacks from the farms and rural areas to the northern industrial cities slowed, if not stopped. Many of the Nation's larger cities registered a reduction in Blacks as those from higher socioeconomic levels followed Whites moving to the city suburbs. The increase in Blacks with the exception of Detroit, occurred in the major southern cities, i.e., Memphis. Other minorities showed increases in various cities but with wide variation in region and minority group.

Economic data from the Census also provided insights into conditions for many minority persons. One American in eight was noted as living below the poverty line of $6,662 for a family of four. For Whites these figures were one in ten, while similar figures for Blacks were one in three, and for Hispanics, one in four living in poverty. The median U.S. family income was $21,904 for Whites, $12,674 for Blacks, and $14,717 for Hispanic families. "Of the 1.8 million Black families living in poverty, 71% were headed by women. Thus, women head the poorest and most vulnerable families in the land" (Rowan, 1979).

Kansas City Demographics and the Student Population

Figures from the 1980 Census for Kansas City, Missouri were as follows: The total population was recorded at 448,159. Whites accounted for 69.8% (312,836), Blacks for 27.4% (122,699), American Indian, Eskimo, and Aleut for .4% (1,622), Asian and Pacific Islanders for .8% (3,499), and other for 1.7% (7,503). Spanish origin persons accounted for 3.3% or 14,703.

The Kansas City Missouri District is a midwestern, urban district serving approximately 41,000 students. A study of the student population by ethnic and racial background is presented in Table 4. As in most large central city districts, minority students in the district account for the greatest proportion of the total population, 72%. In descending rank order, Blacks, Hispanics, and Orientals were most numerous in 1979. American Indian, Portuguese, Alaskan Natives, and Hawaiian Natives are the least numerous groups. The total non-minority group included approximately 12,000 students.

District trends estimate that the number of minorities in the district is growing about 2-3% per year. The approximately 40,000 students are divided equally among the elementary vs. secondary programs in the district, with 381 assigned to special, institutional, and technical education programs.

The socioeconomic levels of the various ethnic groups can be studied in Table 5. These data were based upon 35,911 students/families applying for eligibility for free or reduced lunch programs. These results confirm the familiar prediction that the minority group families more frequently fall into the lower income brackets when compared to the general White population. The typical income bracket for the non-minority group was the $10,391 bracket. For minorities the most frequent bracket was the next lowest, the $6,040 - $10,390 range.

TABLE 4

District Ethnic and Minority Demographics
School Year 1979-80

	Program			
	Elementary	Secondary	Special Institutional and Technical	Total
Black	14,042	13,408	236	27,686
Indian	44	34	1	79
Hispanic	736	636	9	1,381
Portugese	1	6	0	7
Oriental	202	140	5	347
Alaskan Natives	3	0	0	3
Hawaiian Natives	8	5	0	13
Non-minorities	6,317	5,060	130	1,507
Total	21,353	19,289	381	41,023
% Minority	70.4	73.8	65.9	71.9

TABLE 5

Socioeconomic Breakdown for Selected Minority Groups [a]

Ethnic Group	Below 6,040	6,040-10,390	10,391-14,740	14,740-18,470	Above 18,470
Black	21%	28%	24%	14%	13%
Hispanic	31%	39%	23%	5%	2%
Oriental	28%	31%	18%	12%	11%
Other Non-minority	10%	14%	36%	31%	9%

Note a: Underscore highlights most frequent socioeconomic bracket.

Only in the highest income bracket above $18,470 per year did Blacks and Orientals show equivalent numbers of families.

A third analysis presents the results of a District home language survey (See Table 6). In this case it is possible to see even a wider range of ethnic backgounds, as evidenced by the language spoken at home. The table presents 19 frequent languages plus 29 additional under the miscellaneous category. Home language is defined as the dominant language used by most family members during home conversations (See Chapter IV). The first 6 most common home languages other than English were Spanish, Vietnamese, Italian, German, Philippine, and Arabic. Lesser noted languages ranged from Samoan to Russian according to figures in 1979.

TABLE 6

Summary of Survey to Identify Students with a Home Lanugage Other than English [a]

	Number of Students		
Lanugage	Elementary	Secondary	Total
1. Spanish	411	372	783
2. Vietnamese	182	114	296
3. Italian	23	51	74
4. German	23	19	42
5. Philippine	12	11	23
6. Arabic	18	12	30
7. Samoan			22
8. Laotian			14
9. Chinese			21
10. Greek			12
11. Iranian (or Persian)			15
12. French			12
13. Korean			14
14. Polish			9
15. Japanese			7
16. American Indian			5
17. East Indian			3
18. Jamaican			2
19. Russian			1
Miscellaneous			29
Total	670	578	1,414

Note a= As of October, 1979

The Special Education Student Population

In the Kansas City District there are approximately 4,859 children in special education programs, not counting gifted and talented. The numbers of children, their ages, and their special education programs can be viewed in Table 7. These figures indicate that children begin to be placed into special education sometime after age 5. The major special education categories in descending order are speech impairment, mental retardation, and specific learning disabilities. These each involve 1,000 plus children. The next categories are behavior disorders, multihandicapped, the orthopedically handicapped, the deaf, and blind. These exceptionalities fall below 100 students each. The major number of children are served during the major public school years of 6-17 with students below 5 and over 18 receiving some services from the district.

TABLE 7

Count of Handicapped Children Receiving Special Education Services 1979-80

	Ages					
Type	3-4	5	6-17	18-20	21	Total
Mental Retardation	0	0	1,359	134	2	1,495
Behavior Disorders	0	0	94	0	0	94
Speech Impaired	0	254	1,472	8	0	1,734
Orthopedically Handicapped	0	2	60	18	0	80
Partially Seeing	0	0	24	2	0	26
Blind	0	0	9	0	0	9
Hard of Hearing	0	0	23	0	0	23
Deaf	0	0	21	1	0	22
Specific Learning Disabilities	0	0	1,258	12	0	1,270
Other Health Impaired	0	0	13	0	0	13
Deaf-Blind	2	1	11	0	0	14
Multihandicapped	0	5	74	0	0	79
Total	2	262	4,418	175	2	4,859

The impact of racial and ethnic diversity in the district on special education is expressed by the figures in Table 8. Here the ethnic background of students is presented by category of special education. The general predominance of Blacks in the general student population is also reflected in their greater representation in special education programs. Whites, Spanish, and other minorities are also represented in descending rank order in all special education programs. Minorities in the other category are represented in speech programs, deaf and hard of hearing programs, learning disabilities and language delay programs. Thus, these programs and their teachers can be considered most challenged by children from relatively diverse cultures, languages, and ethnic backgrounds. In these cases the provision of services throughout the gamut of professional staff will be most individualized and difficult. Few persons will be able to interpret, testing will be a problem, cultural values and parents' attitudes toward education will vary, etc.

TABLE 8

Division of Special Education
Racial and Ethnic Minorities
(1979-80)

	Students			
Exceptionalities	White	Spanish	Black	Others
Mental Retardation	223	5	1,490	0
Behavior Disorders	54	8	91	
Speech Impaired	461	42	520	12
Orthopedically Handicapped	36	1	42	
Blind/Partially Seeing	29	3	30	
Deaf/Hard of Hearing	22	0	18	13
Learning Disabilities	565	33	672	17
Deaf-Blind	17	1	7	
Delayed Language Program	47	5	33	1
Hospitalized or Home Bound	5		4	
Gifted and Talented	371	322*		

* Reflects all minorities

The question of teaching staff in the district is relevant at this point. The match between staff and students' ethnic and racial characteristics is of a prime concern to minorities. Table 9 displays this information for the special education program faculty. Black teachers show a balanced representation across the exceptionalities, and with few exceptions are nearly equivalent to the number of white teachers. The number of Hispanic teachers, however, appears under represented and in discussion with district officials is a goal for district recruiting.

TABLE 9

Division of Special Education
Racial and Ethnic Breakdown
for Teachers (1979-80)

	Teachers			
Exceptionalities	White	Spanish	Black	Others
Mental Retardation	42		70	
Behavior Disorders	8		10	
Speech Impaired	20		16	
Orthopedically Handicapped	32	1	8	4
Blind/Partially Seeing	3		2	
Deaf/Hard of Hearing	9		1	
Learning Disabilities	17	2	15	
Deaf/Blind	4			
Delayed Language Program	7		3	
Hospitalized or Home Bound	1		2	
Gifted and Talented	17		10	1

Based upon these illuminating figures it is easy to view the student population in the district as a pluralistic group representing in no small way the peoples and cultures of the world. A microcosm of the world in the classroom is an immense challenge to the teacher in a predominately English speaking culture. Similar challenges exist for teachers in most urban districts across the country. Our attention will now turn to an historical perspective of select minority groups in Kansas City.

Social and Historical Background of Minority Groups in Kansas City

The objective of this section is to convey the historical impetus of minorities in the Kansas City area. A brief review of minority groups will be made. Extensive consideration of each groups' social history and cultural background is beyond the scope of this book and the reader is referred to the reference section for appropriate materials.

Blacks. Blacks were with the Frenchmen who established a trading post in 1812 within what was to become the present day limits of Kansas City, Missouri (Billingsley, 1968). White residents of this area owned slaves throughout the early 1800's. When Missouri was admitted into the Union in 1812, it was as a salve state under provisions of the Missouri Compromise (Aptheker, 1951; Franklin, 1956). Prior to emancipation in 1825, the Blacks who came to this city were brought by their masters to work as house servants, wagon drivers and laborers. The smaller number of Freed Blacks came to cities where jobs were more easily found. Many came to Kansas City hoping to make a better living for their families (Aptheker, 1951; Berry, 1964; Zander, 1973).

By 1860, there were approximately 4,000 slaves and 80 freed Blacks in Kansas City (Schirmer, 1976). The slavery issue was strongly contested during the civil war. Southern settlers opposed a free state and Union sympathizers protested slavery (Franklin, 1939, 1956). This dispute in Kansas City culminated in the battle of Westport in 1864. One of several major conflicts, which was a factor in keeping Kansas City out of the hands of the Confederation. Slavery was recognized in Missouri until January 11, 1865 (Brooks, 1976; Franklin, 1939, 1956; Schirmer, 1976).

Kansas City's treatment of Blacks was no exception to the national pattern, in terms of segregated housing. The Black population for the most part, was confined to the old quarters along the river known as the North End, which they shared with other newly arrived immigrants (Johnson, 1923). During the 1880's-1890's continuing movement from the South along the Missouri River resulted in Black settlement in the West Bottoms. A small community also existed in the area now immediately north of the Plaza on land given to former slaves following the Civil War through a Freeman's Grant after the original owner's attempts to raise cotton failed (Schirmer, 1976; Constant, 1961).

Economically, however, the Black community remained at the very bottom, and the depression of the 30's only compounded already deplorable conditions of poverty (Brooks, 1976). One of the major concerns for Blacks at this time was employment. According to Schirmer (1976) there were 221 public service jobs, 883 professional services, 259 clerical, 1,639 trades, 2,396 transportation, 4,654 manufacturing and mechanical industries that were held by Blacks. Most of these jobs were labor positions, including 12,587 serving in domestic and personal attendant positions.

During the 1940's the population once again increased considerably as Southern Blacks immigrated North in search of employment during the World War II years. The Black population was estimated to be 60,000 by 1945 (Leavel, 1919). During these years the fields of education, religion and medicine, and to a lesser extent, law, offered greater opportunities to Blacks for professional development. However, discrimination in educational institutions persisted. Prior to 1950, state schools were closed to Blacks except for Lincoln University in Jefferson City, Missouri (Brooks, 1976; Schirmer, 1976). Many restrictions carried over into the 1950's, which limited housing, education, and employment. Few White restaurants catered to Black consumers. This practice was in effect until the Civil Rights Movement of the 1960's (Brooks, 1976; Humphrey, 1964; Johnson, 1953).

Even after the Discrimination Act of the 60's and the Brown vs. Topeka Board of Education case in 1954 which legally ended segregated education, Blacks were still discriminated against in nearly every line of work, restricted to the menial and low paying positions. Increasing economic competition between Black and White groups often led to the exclusion of the Black worker (Levenson & Fisher, 1962; Logan, 1944). This resulted in Blacks continuing to fight for social justice.

In the 1980's, after monumental progress obtaining the voting rights act, civil rights laws, and affirmative action laws in education, Blacks are concerned with maintaining gains made in equal and open opportunity in employment, housing, criminal justice agencies, education, and recreational facilities (Brooks, 1976). It is the position of the Black population that their future must be life as human beings in a free society that recognizes, respects, and values diversity, which will allow every person the luxury of expanding their life-time in a manner that goes beyond fighting for the bare elements of survival for its people (Brooks, 1976; Logan, 1944; Morton, 1929).

Mexican-Americans. The initial influx of Mexicans into the Kansas City area occurred in the late 1830's through 1850's (Schirmer, 1976). With the establishment of the Santa Fe Trail, wealthy Mexican traders were able to bring their goods to Kansas City via wagon train. While they remained to trade and sell goods, many stayed in the Westport area. Not only did these traders arrive, but Mexican wagoneers and mule drivers also came to help with the transporting of merchandise. This trade continued until the Civil War during which time attacks on the wagons by guerilla bandits made the trip dangerous and unprofitable.

In 1905, 155 Mexicans were hired to lay train track from Kansas City through Wichita and onto Fresno, California (Schirmer, 1976). Men from this particular ethnic group were sought because they provided the lowest paid labor available to the railroads. Upon completion of this job, the men returned to their families who had remained in Kansas City, some living in boxcars until homes could be rented in the West Side, the Armourdale, Argentine, and Rosedale sections of the city.

As a result of poverty and revolution in Mexico during the early part of the twentieth century, many Mexicans left, arriving in Kansas City between 1910 and 1925 (Human Relations Monograph #2, Minority History, 1972). For the most part, these people were unskilled, many finding jobs with the railroad, working on section gangs; others worked in packing houses, ice plants, factories, hotels, or restaurants. Most of these people settled on the West Side of the city, with few able to speak English and only some able to read the language. With many Mexicans sharing the experiences of discrimination and impoverished living conditions, a close knit community developed, helping to preserve the customs and language of their homeland. During the depression, the population of 10,000 Mexicans in the city was reduced to 2,500; some could not find jobs, and others were deported by the government (Schirmer, 1976). Until this time, many Mexicans had not acquired U.S. citizenship, expecting at some time to return to Mexico. When the depression struck, the U.S. deported many of these people in order to reduce job competition for U.S. citizens.

In the 1970's, the population of individuals of Mexican heritage in the Kansas City area was 27,000 (U.S. Census Bureau, 1981). By 1972, 85% of these individuals had acquired U.S. Citizenship (Schirmer, 1976). While the West Side continues to be a neighborhood populated by a large number of Mexican-Americans, urban renewal, including industrial zoning and street construction, is forcing many of these people to move. As much as possible, neighborhoods, rather than individuals, are relocating, some once again to the Westport area. The major issues in the city are currently related to employment and education. Most evident has been the defense of school closings on the West Side. Residents have veen very active in fighting for retention of schools and for some control over the educational programs offered. These issues are far from resolved.

Recent Cuban Immigrants. After taking control of Cuba in 1959, Fidel Castro allowed many Cuban citizens to leave their country during the 1965 Camarioca boatlift (Clark, Lasaga, Reque, Reed, & Dieppa, 1981). More recently (1980), the Mariel boatlift enabled over 125,000 Cubans to leave Cuba and come to the U.S. When questioned, these refugees gave reasons including political motivation (86%), poor economic/living conditions (36.5%), and reunification with other family members (9.4%). A majority of the recent refugees (73%) were classified as blue collar laborers, with only a small percentage (2-5%) able to communicate in English. A total of 89.2% of the Cubans processed in Miami for resettlement had relatives in the U.S.; for all others it was necessary to find sponsorship outside of familial lines. Sponsors are individuals who have agreed to be responsible for the initial care and orientation of the Cuban immigrant (Clark et al., 1981).

While the Cuban exiles had initially been placed in 4 camps within the U.S. (Ft. Chaffee, Arkansas; Indiantown Gap, Pennsylvania; Ft. McCoy, Wisconsin; Elgin AFB, North Florida), by October 1980, all those not yet placed with sponsors (approximately 10,000) were moved to Ft.Chaffee (Clark, et al., 1981). Brother Michael Fehrenback of Catholic Charities, an organization very much involved in the resettlement process, reports that between 100-200 Cubans have recently settled in the Midtown area of Kansas City. Relatively inexpensive rents are an important factor in choosing this location. Major problems for these new arrivals are acclimation to the city including the language barrier and the lack of jobs.

Chinese. According to Schirmer (1976) there was a small community of Chinese people in Kansas City between 1880 and 1940. These people reportedly came to Kansas City after living temporarily in West Coast cities (Miyamoto, 1972; Layman, 1968). These original settlers left their homeland to escape China's poverty and the continuous danger from independent war lords (Barth, 1964). Between 1880 and 1980, approximately 400 Chinese laborers and merchants worked in the city. Of this number there was a small core of businessmen who were attracted by the city's growing economic opportunities (Sue & Kirk, 1973; Sung, 1976). Chinese laborers built rail lines until about 1900, when many returned to the West Coast (Ariyoshi, 1976; Lyman, 1968, 1974).

Afterwards, the Chinese population declined to 69 (Schirmer, 1976). This was believed to be a result of: (1) U.S. immigration restrictions against the Chinese, and (2) the return of older Chinese to the homeland after World War II. The population remained low until about the 1950's (Barth, 1964; Blauner, 1972). A small core of laundrymen, restaurant owners, and shopkeepers remained here and they were joined in the 1950's and 1960's by Chinese doctors, scientists, and other highly skilled Chinese professionals here to work and/or study (Sue & Frank, 1973; Sue & Kirk, 1973; Sung, 1976). These newer residents found that they were unable to return to China because of the Communist take-over in 1949. Many were subsequently attracted to this city by its research and medical facilities (Suzuki, 1977).

In 1970, it was estimated that approximately 497 people of Chinese origin lived in Kansas City (Schirmer, 1976). Most of the adults were Chinese born but had lived in other United States cities before coming to Kansas City (Wong, 1972). The Taiwanese Chinese who continued to come to the United States for higher education typically intended to return to their homeland when their studies in the United States universities, hospitals and research institutes were completed (Abbott, 1970; Barth, 1964).

Oriental immigrants to the United States have been the particular victims of discriminatory immigration laws. Between 1820 and 1882 they were welcome in the American West because they worked cheaply in gold mines, on farms and rail lines (Ariyoshi, 1976; Blauner, 1972). In the 1880's native laborers found they could not compete for jobs with the underpaid oriental workers. As a result they began a campaign to end Oriental immigration and thus end the scarcity of jobs (Hsu, 1953; 1971).

The result of this effort was the Chinese Exclusion Act of 1882. By 1904, this restriction extended to all Chinese (Blauner, 1972; Hsu, 1971). Until 1943, a very strict quota system kept all but a few wealthy, educated oriental immigrants out. When Japan attacked China in 1937, however, American sympathy for China ended most of the anti-Chinese immigration laws. Since World War II, a gradual loosening of quotas (Broom, 1956) has permitted increased immigration of Asian people to the United States and the willingness to admit political refugees.

In spite of the relatively small number of Chinese people, and the fact that a number of them came here to study, they have tried to maintain their unique heritage and to transmit that heritage to future generations in America (Abbott, 1970). One might be led to believe that these people would be more assimilated into the mainstream of American culture and heritage, however, that is not as true with the Chinese population.

Japanese-Americans

In comparison to some of the other ethnic groups living in the Kansas City area, individuals of Japanese heritage are few in number. In 1979 (K.C. Star), an estimate was given of 500 Japanese-Americans living in the city and surrounding communities. In a six state region of Missouri, Kansas, Nebraska, Iowa, North and South Dakota, the Japanese-American population was estimated to be only 1800 (K.C. Times). Unlike several other minority groups, the Japanese have not established a Japanese neighborhood, and generally have not lived isolated from the hetrogeneous community. Preservation of Japanese customs and traditions is usually taught in the home, based on individual or family preference.

Educational opportunities have been a primary reason for Japanese immigration to the area. Some individuals received their degrees in the United States, and then choose to stay to practice their skills. Of those Japanese who have settled here, many are professionals, particularly in the field of medicine. For others, the opportunity to learn English in the school systems has been the motivating factor.

In addition to these educational and professional opportunities, the establishment of Japanese-based businesses in the area has been a primary reason for a move to the Kansas City community. Sony, Toyota, Hitachi Metals, Sikkisha, Daitom, Inc., and the Sord Computer Co. (Star Magazine, 1979) are examples of firms with operations in this region.

In 1979, the Japanese Ministry of Foreign Affairs established its 13th consulate in the United States, in Kansas City (K.C. Star, 1979). While the consul acknowledged that part of this job would be to assist Japanese nationals living here, he emphasized that Kansas City and the Mid West were seen as growing business areas for Japanese firms (K.C. Times, 1979). Japan also imports a substantial amount of beef and grain from this area. Generally it was believed that the establishment of this office in Kansas City will help foster friendly relations and further business opportunities between the U.S. and Japan.

Established in 1962, with a membership today of approximately 200, the Heart of America Japan-America Society's purpose is to promote recognition and understanding between Japanese and American cultures (Star Magazine, 1979). The group's primary functions include: granting scholarships to potential students, organizing language classes, and sponsoring visits to Kansas City by Japanese students. Occasionally, this organization has given aid and advice to Japanese who have settled in the area, either temporarily or on a more permanent basis.

In conclusion, the Japanese-American population in the Kansas City area is a small one. Most of these people have come here to study in schools and universities, or to establish and develop Japanese-based businesses. Preservation of the native cultural traditions, including language, has been actively pursued and considered the responsibility of the family unit.

Indochinese. The Indochinese populations have been among the most recent immigrants to this country, to the community and the schools. In summary, their immigration has been rapid and with little planning. The major problem has been their isolation from the English language and the limited number of interpreters at school and in the community. This has been an immediate barrier.

The socioeconomic, education, and life-style differences of these diverse peoples and cultures varies considerably. Among them have been the rich, the poor, and the highly educated professionals and the peasants. Typical is the laborer without formal education. These people are seeking to maintain their dignity, values, traditions, and languages while learning English and learning to become self-sufficient in this country.

Most of the Indochinese families in the Kansas City District are Vietnamese, but a significant number are Laotion and Cambodian who have also settled in the community and have enrolled their children in public schools. Each group has its own native language, including dialects such as Hmong spoken by some Laotians. Most of the students are functioning at the survival level or lower as determined by an instrument used to measure English language proficiency.

Other. Minorities such as Russians, Germans, Arabs, Africans, East Indians, and Koreans make up a very small percentage of the District's minority enrollment. In mose cases, these students are the children of a growing number of parents who came to the U.S. as college students or as political refugees, have remained in the country and have been granted citizenship. In many cases these families may be described at the middle socioeconomic level.

Obviously, this pluralistic microcosm is felt as heavily in special education programs as in regular education. Special education programs are designed to handle a wide range of children's problems, many of which are a mystery to regular education teachers. Special education programs handle the well known problems i.e., mental retardation, deafness, blindness, and the relatively newer specialities i.e., behavior disorders, learning disabilities, speech impairments, orthopedic handicaps, as well as the gifted and talented programs (Meyen, 1978). Bilingual education traditionally has not been included in the domain of special education, rather, in general education. Because the areas of special education are not familiar to regular teachers, we will now consider several of these areas in more detail.

Related Specialty Areas in Special Education and Education

Physically Handicapped. These children may be permanently disabled (e.g., cerebral palsied), temporarily disabled (e.g., recovering from major back surgery), or may experience their handicapping condition on an intermittent basis (e.g., seizure disorder). The handicap results from a medical problem and may vary in severity. In conjunction with the physical and/or occupational therapist, the teacher will be required to develop and adapt programs to fit the individual child's needs. Because the child cannot exhibit all normal motor movements and skills, the educator will be responsible for teaching alternative movements whenever possible, and the use of prosthetic or adaptive equipment when necessary. The teacher must be concerned with assessment of skills and the development of as much independence as possible in the areas of self-care, domestic, academic, leisure skills in addition to vocational skills. Communication is an additional problem often observed in the physically impaired child. Working with input from a qualified language specialist, the teacher may need to develop an alternative communication system for the individual who cannot produce understandable, functional speech. The teacher will also work with the regular education teacher when possible to design academic and social programs that will allow the student to be mainstreamed. The teacher must also be aware of physical barriers in the classroom and school; barriers should then be eliminated or alternatives should be developed to circumvent these barriers. Finally, the teacher must insure that the student can use in the home and community, the adaptive behaviors learned in the classroom.

Behavior Disordered. The teacher of behaviorally disordered children must be adept at teaching children who exhibit a wide range of behavioral deficits or excesses ranging from extreme withdrawal to severe aggression. These children may also exhibit various forms of noncompliant or oppositional behaviors, disruptive, and destructive behaviors. While these children often exhibit age-appropriate self-care, motor, and language skills, they often need remediation in the academic and social development areas. The teacher is trained to be a skilled environmental engineer, structuring the classroom setting so that appropriate, adaptive behaviors are emitted and reinforced. Simultaneously, the teacher must be competent in designing individualized programs to effectively eliminate deviant responses. As the student progresses in this highly structured classroom environment where the student teacher ratio is often on the order of 10:1, programs which will help the child move back into the less structured mainstream of the school community are developed and implemented.

Mental Retardation. Oftentimes, the special educator providing for the mildly and moderately retarded child is teaching the same skills as the regular school professional. The difference is that the retarded child acquires these skills at a slower rate, requiring the teacher to adapt her behaviors more frequently to the style and pace of each particular child; some children may need more remediation than others. The academic component of the classroom program will focus on the development of basic readiness and practical academic skills, such as simple reading, math, writing, etc., which will help the child to function within the heterogeneous community in which he/she lives. The special educator is also skilled in developing some personal care and social skills, as the retarded student often exhibits a deficit in these areas. As the retarded child becomes an adolescent, the school program will begin to include instruction in certain independent life skills such as: job readiness skills (e.g., how to fill out an application, how to answer questions in an interview, how to gain information about the job, etc.), community skills (e.g., how to use a grocery store, a bank, how to order in a restaurant, obtain tickets in a movie theater, etc.), and domestic and/or housekeeping skills (e.g., sweeping, laundry, cooking, meal planning, etc.). In later school years teachers may prepare students for on-the-job placements or placements into sheltered workshops for retarded adults.

Visually Impaired. Students who demonstrate visual impairments severe enough to require special educational services can be divided into two groups: (1) those who are blind, who are not able to read print, and (2) those who are partially sighted, who may learn to read print under special circumstances. For the blind child, the educator will teach the child to read braille, and use a brailler or braille typewriter and how to write in braille. The teacher of partially sighted individuals will need to adapt the reading environment (using special lighting, possibly magnifying lenses, etc.) and oftentimes the materials (e.g., large print materials). The instructor of the visually handicapped must be skilled in teaching students to use their other senses, particularly auditory, tactile, and to a lesser extent olfactory, to "know" their environments. Equally important, students will learn to employ whatever useful vision they do have. For example, the legally blind student may have enough vision to detect large objects in the environment or light coming in windows. The competent teacher will train the student to use this limited vision to enhance mobility and orientation skills. (While a peripathologist may be called in to teach these skills initially, the teacher will have to reinforce and maintain these adaptive student behaviors.) The student will need to learn how to orient to small spaces, such as work areas, kitchen countertops, etc., and to larger areas, such as rooms, apartments, etc. With respect to mobility, while trailing may be appropriate in some settings, e.g., traversing a corridor by following the path of the wall with one's hand or descending stairs by holding onto the railing, a cane or walking stick may be the appropriate method in other environments. Further, there may be some unfamiliar congested areas, such as a lunchroom or airport, where a sighted guide or guide dog will be the most effective means of getting about.

Hearing Impaired. Like the visually impaired, the hearing impaired student can be placed in one of two groups: (1) deaf individuals, those children whose sense of hearing is nonfunctional and who will not develop normal speech: or (2) hard of hearing individuals, those children whose sense of hearing, while impaired, is functional, and who may develop normal speech (Smith & Neisworth, 1975). While hearing aids and/or phonic ears may help some hearing impaired students, additional methods to develop speech or communication alternatives are usually necessary. The teacher will be knowledgeable and particularly skilled in this area of communication development. The teacher may have to instruct the student to imitate lip movements, facial expressions, and gestures in learning to produce spoken words. These same children, in order to understand what is spoken to them, may need to learn to speech or lip read while watching the person speaking. Other children may need to learn an alternative mode of communication such as sign language. Teachers will also be responsible for training their students to communicate in a society which relies heavily on the spoken word and cope with the problems inherent here. Methods which function in the classroom or home environments, may not be helpful in public. The teacher of hearing impaired children will need to learn that auditory stimuli in the environment (i.e., stimuli indicating change, warning, etc.) that will often go unnoticed by each of their students and ensure appropriate adaptations are made.

Severely/Profoundly Handicapped. Prior to the passage of P.L. 94-142, public school systems often did not provide or arrange for educational services for children who exhibited severe and profound handicaps. Most were previously isolated in special schools and institutions (Snell, 1978). However, since this mandate, which guarantees an education to all children in the "least restrictive environment" there has been a growing awareness of the need for development of specialized programs for these youth in the public schools. There has also been a massive increase in university efforts to adequately train teachers to effectively educate these children. This teacher is competent to deal with a wide range of deficits not traditionally observed in the public schools. Severe and profound children are often multiply handicapped, in need of development of basic self-care skills (including toileting, grooming, dressing, eating, etc.), motor skills, and social skills which often include attending and simple "on-task" behaviors. While particular deficits may vary from child to child, all severely/profoundly handicapped individuals exhibit severe communication difficulties. The qualified teacher is skilled in developing communication systems for each student, be it the use of words, signs, gestures, pictures and symbols, or movements. The severely impaired student has not developed a repertoire of adaptive behaviors, and in some cases may exhibit severe behaviors such as self-injury and self-stimulation. The teacher is trained in eliminating inappropriate responses, while effectively building and strengthening alternative, appropriate responses. Teachers must be skilled in determining and programming for the development of functional skills for each particular child. These are skills which will ultimately help the child to become as much as possible an independent and participating member of the larger community. In addition, the teacher is aware of the need to teach this child to engage in a specific behavior, in a variety of settings, in response to a variety of cues and people, and across a variety of materials. The fact that a child exhibits a skill in the classroom, does not guarantee that he/she will exhibit that same skill at home with a parent or relative.

Speech and Language Disordered. The speech and language disordered student is usually not assigned to a special class, but rather receives additional, remedial services from a speech and language specialist (Smith & Neisworth, 1975). However, it is the responsibility of the teacher who works with this special needs student to insure that skills learned in therapy are also practiced and maintained in the classroom environment. This effort to generalize to the classroom may also involve the cooperation and active planning of the regular teacher. The speech disordered child experiences difficulties with articulation, voice control, or speech fluency. The language disordered child has problems understanding or functionally using the spoken language. Whatever the child's particular problem, the disorder interferes with their ability to communicate and may result in unwanted attention directed towards the child. The teacher will instruct the child to use learned adaptive skills in response to a variety of appropriate stimuli.

Learning Disabilities. The child classified as learning disabled is one who tests to within the normal range of intelligence, but whose school or academic performance is extremely deficient. Deficient academic performance is usually not observed in all areas of the classroom curriculum, but rather is specific to a particular area such as reading, writing, spelling, oral usage, comprehensive, or mathematics (Smith & Neisworth, 1975). The teacher may find that his/her students exhibit a wide range of deficiencies, with some children needing help in visual discrimination skills, others in auditory discrimination skills, and still others needing to learn the relationship between spoken and written words. Other children may have difficulty orienting with respect to space, direction, or time. Once aware of the child's difficulty, the teacher is able to adapt the curriculum or task to that particular child's learning style.

Gifted and Talented. The gifted and/or talented student is one whose performance is particularly remarkable or outstanding. These children, in order to reach their full potential and contribute maximally to their own and society's benefit, are best served in a program which offers more than the regular educational program. The teacher of the gifted is capable of developing an enriched, accelerated, flexible, and challenging program suited to the individual child's needs. The programs provide accelerated academic content, encourage discussion, and substantial independent work. The teacher is concerned with developing and enhancing the child's creative thinking, problem solving, and information gathering skills.

Bilingual Education. While normally considered a discipline in regular education rather than special education, bilingual education is a growing specialty area. Particularly in the light of the Lau Decision of 1974 and related cases which mandated bilingual education to non-English speaking students in public education (Lau, 1974). While the objectives and programs called "bilingual" education vary widely in this country, the prime focus has been to provide appropriate education to students in their native tongue while they are learning English. A secondary purpose has been to teach English speakers foreign languages during their public schooling. These and other alternative approaches will be covered in more detail in Chapter IV - Language.

Special Education Settings. The settings or service delivery options in which special education programming occurs varies considerably and is not limited solely to the classroom as extensively as in regular education. Some of the options are the resource teacher, the itinerant teacher, the resource room, transition rooms, and the special school. These options for educating exceptional students evolved from the philosophy of the 'least restrictive educational environment' for the education of these children. In the past the special classroom was thought to be the best placement setting for exceptional children. However, for various reasons this standard procedure became viewed as a form of educational segregation, when it was noted that children placed rarely returned to the regular classroom program and were often excluded from the regular social functions at school, and when special education appeared no better in ameliorating learning problems.

Program options currently attempt to provide the student with the educational experience required as much as possible in the regular classroom. Thus, the resource teacher and resource room, for example, are designed to provide specific educational experiences related to the students needs for a portion of the day, with the student returning to the regular classroom for the remainder of the day. Itinerant teachers, typically do home visits for children confined to the home for periods of time. Self-contained classrooms are daily programs that provide a program designed entirely for a group of handicapped children. Transition rooms are designed to enable students to experience new features, as they are prepared for placement into regular classroom settings. The transition room is designed to bridge the gap between regular and special classrooms by providing opportunities to use a new curriculum, conform to different schedules, etc. The special school is the most restrictive educational setting for handicapped children. In this case the children are served away from the home and local school, and with all handicapped peers. The opportunities here for interaction with normal children is severely limited. In many cases these schools are privately operated and the children are served on a contracted basis.

Summary

It was the purpose of this chapter to provide the student with an appreciation for the diversity of minority groups as occurs within a large urban school district. Figures were based upon demographic data from the 1980 Census; for the entire United States and Kansas City, specifically. District figures were reported for (1) the number of ethnic and minority groups, (2) socioeconomic information for these families, and (3) results of a home language survey that indicated 19 (other than English) frequently used home languages and 29 other languages used by fewer than 25 families in the District. District figures were used to describe the types of special education programs and the numbers of minority students and special education students, specifically being served. Special education students were next also discussed according to their minority group background. These data plus those indicating a racially diverse faculty serving these students in special education demonstrated the district to truely be a pluralistic social organization.

Each of nine racial minority groups were then described in terms of a brief history of their presence in Kansas City. These reviews included those for Blacks, Mexican-Americans, recent Cuban Immigrants, Asian-Americans including Chinese, Japanese, and the Indochinese (i.e., Vietnamese, Laotian, Cambodian), and other recent European or Middle Eastern immigrants (e.g., Russian, Arabic, etc.).

To provide a common basis for the understanding of special education services for children from these ethnic backgrounds, a third section of the chapter focused on a discussion of nine basic speciality areas in special education including bilingual education. These areas included the physically handicapped, behaviorally disordered, mentally retarded, visually impaired, hearing impaired, the severely and profoundly handicapped, speech and language disordered, learning disabled, and the gifted and talented.

At this point it is clear that a general cluster of characteristics likely surround the majority of minority handicapped children. These include (1) language differences, (2) low socioeconomic backgrounds with limited financial resources, and (3) characteristics of learning with implications for special education. The remaining chapters in Part II will address issues related to each of these areas.

Review and Study Questions

1. Define the following terms: (a) race, (b) ethnic, (c) minority, (d) culture, and (e) pluralism.

2. Describe the racial and ethnic population proportions in the United States according to the 1980 census.

3. Is the Black and Hispanic population in Kansas City higher or lower than the national percentage?

4. Describe the major languages represented by families in the Kansas City District.

5. Describe the national socioeconomic picture with respect to minorities, according to the 1980 census data.

6. Are minority students represented in special education programs and to what extent? Summarize the racial makeup of the special education faculty.

7. Discuss the essential elements and differences of the following special education specialties: physically handicapped, severely and profoundly handicapped, behaviorally disordered, learning disabled, and the mentally retarded.

8. Contrast the differences in recent immigrants e.g., Vietnamese, Cubans, and the ethnic groups of long standing presence in the United States. What role has government laws and legislation played in immigration and treatment of these groups?

Discussion Questions

1. To what extent can the Kansas City District be considered a pluralistic social organization? Review the data and consider positive and negative features of this contention.

2. How is Kansas City similar to and different from the national figures concerning minority groups?

3. What is the evidence that minority children are represented in the District's special education programs?

4. Historically, what problems have minority groups had and continue to have today in their life in Kansas City and the United States? What can be said of national policy in this area?

5. Speculate on the problems that minorities in rural as opposed to city communities confront.

6. What are the implications for education and special education?

Suggested Application Activities

1. Have your students conduct a survey of your particular school, including staff and students to discover: (1) the racial and ethnic backgrounds of persons at the school, (2) handicapping conditions, and (3) sex and age characteristics. Discover with your students the questions and information that ought to be included in the survey or questionnaire. Report back on the results.

2. Have a member of the faculty complete #1 with the information to be shared among the faculty for use in planning educational programs later in this course.

3. Often non-handicapped individuals have a limited understanding or perception of the difficulties confronted by a handicapped person. In an attempt to sensitize your students and yourself to the problems of the handicapped, have the class engage in an activity, such as lunch preparation, while blindfolded. A discussion of problems blind students have and solutions should follow.

4. Generate discussion among your students regarding different ethnic and racial backgrounds. Prepare brief and comparable histories on the racial and ethnic groups represented by students in your class. Perhaps you would want to present local history as was done in this chapter.

5. Other.

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PART II - ISSUE AREAS

Chapter III

Assessment Issues

Objectives

When you complete this unit you will be able to:

(1) Describe the multi-purposes of educational assessment.
(2) Discuss minority concerns over past assessment practices.
(3) Describe actions that can be taken to make assessment non-discriminatory.
(4) Describe the provisions of P.L. 94-142 that regulate assessment of children in special education.
(5) Define non-discriminatory assessment.
(6) Describe criterion referenced testing and how it differs from standarzied tests.
(7) Discuss adaptive behavior and its measurement.
(8) Discuss the current status of language assessment in special education.

Assessment of children in education and special education typically occurs for a number of purposes that are generally understood but not always clear. These assessments, of course, may involve medical, psychological and academic measures based upon presenting circumstances. A list of assessment purposes could involve the following (Cone & Hawkins, 1977):

1. Screening
2. Referral
3. Problem identification/definition
4. Placement
5. Monitoring of progress
6. Program evaluation
7. Follow-up of progress

Screening. Screening typically is defined as a means of measuring all students with the intent of noting a few who may benefit from more thorough assessment. Screening may involve observations, ratings, tests, or other measures.

Referral. Referral is generally a process whereby a child comes to the attention of a teacher, psychologist, parent or physician and is recommended for a more extensive evaluation. Referral of a student may occur following screening activities with a larger group of children. Referral most often occurs as a result of informal observation by the teacher or parent. These observations may be in the form of behavior incidence reports, or performance on informal learning tasks. Referral is generally a request to special services for further evaluation.

Problem Identification/Definition. Problem identification/definition is carried out as a means of more specifically defining skill assets and skill deficits of children. Assessment at this level typically involves formal tests and standardized measures, e.g., intelligence tests, achievement tests, hearing tests, vision tests, etc. While the measures used in screening and referral are molar in focus, assessment at problem identification is focused upon specific behaviors and modalities. Problem identification may include several types of measures.

Placement. Assessment is always directed toward decisions. Placement into appropriate educational programs is a key decision. Placement decisions can involve selecting among appropriate grades or grade levels, achievement tracks within grade levels, regular vs. special education settings and/or levels of curricula within settings. Placement involves judgement and interpretation of data based upon results at screening, referral, and problem identification/definition levels and relies in part on (1) assessment information and (2) the judgement of individuals. Placement into Special Education programs currently requires multiple information from multiple sources and attention to due process (P.L. 94-142).

Monitoring of Progress. Monitoring of progress involves assessment with respect to teaching objectives that have been established after placement decisions. These measures are often teacher developed and informal. However, in special education placement objectives are formally established in each childs Individual Education Plan (IEP). Progress monitoring yields information about the child's learning rate and growth within a reading or language program, for example. These assessments may also occur as part of a learning program to assist the teacher in decisions about forward or remedial progress. The best progress measures occur on a daily or weekly basis. Measures this frequent allow the program to best meet the childs needs. These measures also may be diagnostic in that they can also point to areas not mastered and in need of remediation.

Program Evaluation. Program evaluation is assessment designed to provide information on the progress of the average child in the program and the range of children's performance within the program. Evaluations in regular education programs are often completed using standardized achievement tests that are group administered to specific grade levels. Similar evaluations are less likely to occur in special education programs. Program evaluation results most likely concern the quality of teaching in and across a program and are not particularly useful with respect to an individual student. Program evaluations result in the adoption of new curricula, changes in schedules, changes in teachers, and teacher inservice training.

Follow-up of Progress. Follow-up assessments are used in several contexts. When applied to individual students these assessments indicate a child's progress at the end of a particular program or every year later, for example. On an individual basis, follow-up data can assist in the development of new programs and areas of education needed. When considered as part of program evaluation, follow-up can yield information concerning the long term benefits of a particular program, lack of benefits, or the persistance of skills taught and related to later life success. This information could help a program demonstrate it's contribution to the development of its students in later life or grade situations.

Concerns over Discriminatory Placement

Overwhelmingly, minorities have expressed the largest concerns over assessment placing them into special education programs. Dunn (1968) first noted in the literature the over selection of minority, cross-cultural, and children with low socioeconomic backgrounds to special education programs. This was particularly true for programs for the retarded and mildly retarded wherein minorities were placed more frequently than their numbers in the general population would warrant. His findings indicated that 60 to 80% of special education students in classes for the retarded were Afro-American, Mexican American, Puerto Rican, non-standard English children, children from broken homes, and non-middle-class children. Mercer (1973) reported that the prevalence of blacks in classes for mental retardation were three times greater than whites, while Mexican-Americans were four times greater. Similarly, in research on mainstreaming it was reported that 706 EMR students in Texas schools in 1971-72 were 28.3% Anglo, 31.1 Black, and 40.3 Chicano (Gottlieb, Agard, Kaufman, and Semmel, 1976). Teacher estimates of the socioeconomic status of 615 of these children indicated that the majority were in the lowest SES class, 39.5% were Anglo, 71.4 were Black, and 72.0 were Chicano students. Other researchers have also demonstrated similar findings (Coleman, 1966) and it has been noted that minorities have been under represented in special programs for the gifted (Sato, 1974).

The concern over testing bias as a contributor to the over-representation problems has centered primarily on the items selected for inclusion in tests, the standardization sample used in norming the test, and the test's validation procedures. In the first instance minorities have argued that test items are biased in favor of the larger white middle-class culture and in effect discriminate against persons coming from differing cultural backgrounds. Thus, minority persons perform at a particular disadvantage on IQ tests. These points have been supported by development of the BITCH (Williams, 1973) a black language and culture-based test. On this test blacks perform consistently at higher levels than do whites. Similar tests developed based upon life experiences in the barrio also yield higher scores for Chicanos than for whites who take the tests.

The issues related to the normative samples on which tests are developed rest upon the fact that performance levels are weighed in favor of the white middle-class culture due to the greater number of whites included in the sample. Thus, Fishman et al., (1964) suggested that minority performance on tests when compared to essentially white student norms should be interpreted in terms of the amount of change required to meet the performance of whites on tests, rather than as instances of lower mental functioning or capacity.

Similarly, in the validation of IQ tests, the new tests are often correlated to other tests which may in fact suffer from the same problems just described. Thus, white performance correlates well with white performance.

Other implications of these assessment problems were demonstrated in Larry P. v. Riles (1972) and Diana V. The State Board of Education in Northern California. Both of these cases in the early 70'a demonstrated through retesting of the children by psychologists from similar ethnic backgrounds, who included consideration of culture and adaptive behavior, etc., that the children performed higher on measures of intelligence and academic functioning (Bordie, 1970 and Matluch, 1973; reviewed in a CEC Minorities Position Report, 1978). In both cases the courts recognized the pervading cultural bias of present day IQ tests and potential for harm when child placement is based upon just a single IQ score. The current position of many is that the examiner should be a professional from the child's minority or cultural background and should be capable of conversing with the child in his own language(s) for an adequate appraisal of the child's educational ability to be made.

Prior to P.L. 94-142, in 1975, the major single measure upon which placement into special education was based was the intelligence test. However, minorities have been repeatedly successful in court contests which have questioned and/or terminated the use of intelligence tests and placement procedures based solely upon the use of intelligence tests (See Oakland & Laosa, 1977). A recent court case in California reported in the Kansas City Times, October 17, 1979 has banned intelligence test use. The ruling indicated that:

-- evidence showed IQ tests were developed on white populations and were not readjusted or reexamined when it became clear that certain groups, Blacks and Hispanics, received low scores.

-- ordered the state to retest youngsters now assigned to special classes.

-- ordered the state to review its assignment criteria and receive court approval before resuming use of standardized intelligence tests on Black children for placement purposes.

Intelligence Testing. The initial goals of intelligence testing were to develop a means for determining which children would benefit from regular education. Paris, France, 1904;

> School officials had become concerned about their many non-learners and had decided to remove the least capable children to schools in which they could be taught a simplified curriculum. The officials could not trust teachers to pick out the cases of genuine mental deficiency. There was the risk of segregating the able child who was making no effort and the trouble maker that the teacher wished to be rid of. The officials wanted to identify the dull, from good families whom teachers might hesitate to rate low, and the dull with pleasant personalities who might be favored by the teacher. Therefore, they asked Binet to produce a method for distinguishing the genuinely dull. Binet's scale was published in collaboration with Simon in 1905, with revisions in 1908 and 1911 (Cronbach 1970, p. 200).

In more modern times it's role also has been to aid in selection of children that would benefit from the normal educational program and those who would most benefit from a special program. The major argument for the use of intelligence tests appears to be their ability to select students early in life who will achieve at a rate of progress required for success (good grades) in the normal school program. Thus, high IQ predicts high achievement in the regular school program.

While minorities have not disputed this fact, they have been concerned with bias in the tests and with respect to resulting placement decisions. To reiterate, bias in intelligence testing has been noted with respect to: (1) norms developed primarily for the white middle class majority, and not on representative numbers of minority populations, (2) test items biased as a result of language differences and/or cultural differences, (3) effects of racial discrimination and (4) testing atmosphere resulting from different culture examiner-examinee situations.

Standard Achievement Tests. Similar arguments have been made with respect to standard achievement tests. Particularly since achievement tests determine the selection of students to both professional and academic careers and related opportunities. In particular, norms are not generated for minority group performance on the tests, small numbers of minorities are included (buried) in a larger sampling of white middle class populations.

Additional Concerns

In contrast to placement, the other purposes of assessment e.g., monitoring of progress, screening, etc. have received little direct comment concerning minority issues. Why? Perhaps procedures are adequate. Perhaps they simply haven't been looked at. Maybe cost is a factor. Screening, for example, while desirable may be very expensive because all children are assessed.

Another related concern has been the effectiveness of special education and special education placements. It has been a general observation in the literature and in litigation prior to the principle of least restrictive placement (P.L. 94-142), that children placed in special education programs remained there throughout their schooling.

Pluralistic Assessment, Due Process and Mainstreaming

At the present time three major innovations are positively effecting the identification, testing, and placement of minority children in special education.

Mercer (1973; 1975) has described "pluralistic assessment" as a means for reducing the number of inappropriate placements of minority children into special education classes for the retarded.. Mercer (1975) devised a procedure for integrating data on a child's social functioning based upon the definition of mental retardation proposed by the American Association on Mental Deficiency. This definition states that an individual is mentally retarded if both his/her intellectual functioning and social functioning (social adaptability) are sub-normal (Heber, 1961, p. 80).

Mercer's Typology of Mental Retardation

	Intellectual Performance	Adaptive Behavior
Clinically Retarded	Subnormal	Subnormal
Quazi-Retarded	Subnormal	Normal
Behaviorally Maladjusted	Normal	Subnormal
Normals	Normal	Normal

Within this framework, if information about the student's social behavior appears normal in the face of a subnormal IQ, then the child doesn't qualify as retarded. Further research and development in these areas of combining test information with observation data on a student's social functioning appears to be a promising area in developing culture fair assessment practices.

The development of new assessment frameworks to take into account minority background appears as a bright spot in current special education. The modification of old tests to more adequately reflect the performance potential and ability of the minority individuals is one such aspect. The distinction between assessed potential and ability (IQ) and actual academic performance (achievement) appears to also be assisting in the interpretation of childrens' needs for variations of special education services ranging from remedial teaching strategies in basic skills areas to curriculum designed for teaching preacademic and self help skills. It appears that the profession is becoming increasingly concerned with what the child can or cannot do as the basis for placement in special education, than with mental ability, potential or capacity that label and limit child development.

The impact of the various issues and concerns expressed in the courts have been expressed in the Due Process sections of P.L. 94-142. Due Process and the protection of student rights in regards to an "appropriate" education now effect special education placement decisions. The salient features of the law are (1) parents must be consulted and are expected to participate in the assessment and placement process, (2) selection and placement must be decided based upon more than just one test or measure, (3) the most appropriate and culture fair assessment instruments must be used, (4) parents have the right to disagree with placement and seek additional opinion, (5) the special education required to meet the child's needs must be described in the form of an Individual Educational Program (IEP) which must be updated once each year and placement re-evaluated.

Improved educational opportunities for minorities have resulted through P.L. 94-142 requiring special education to occur in the least restrictive environment. Since 1976, wholesale assignments of children to special classrooms from which they never emerge is no longer appropriate. Gallagher (1972) estimated that of the total number of children assigned to special education classrooms, less than 10% returned to the mainstream. Mainstreaming has resulted in many minority children who previously would have been assigned to special classes now remaining integrated with age mates and receiving special services in the regular classroom. While this clearly appears to be a more equitable policy for the education of minorities, the beneficial effects of mainstreaming remains to be demonstrated. As a result of these new policies, educators have been faced with a substantial new challenge requiring sweeping administrative and professional restructuring. In addition, recent research has suggested that active programming of children will also be required in order to facilitate acceptance, and interaction, between regular students and handicapped students. Simple placement of handicapped children in the mainstream will not be sufficient to produce major academic and social change in special education students or their peers (Appoloni & Cooke, 1977).

Public Law 94-142 Provisions and Assessment

Public Law 94-142 was a milestone for both the handicapped and minorities with respect to assessment. While the law mandates a free public education for the handicapped, child find procedures, and delegates responsibilities for special education programming, the assessment provisions are in many respects the outgrowth of early court cases and issues effecting minorities in special education. These provisions include:

1. Materials and procedures used for assessment must not be racially or culturally discriminatory.
2. A full evaluation of the child's needs is conducted prior to placement.
3. Tests and evaluations be administered in the child's native tongue or other mode of communication.
4. Tests and evaluations must have been validated for the uses in which they are to provide information.
5. Administration must be by trained personnel using proper procedures.
6. Assessments must address specific areas of need or disability and not be solely for general ability.
7. No single procedure is to be used as a sole criterion.
8. Evaluation is to be made by an interdisciplinary team including one teacher and parent.
9. Assessment is to be made in all related areas, e.g., academics, hearing, social, etc.
10. Placement decisions will draw on multiple sources of information.
11. Decisions will be made by a group interpreting the data.
12. Placement must be in the least restrictive setting.
13. An individualized education plan (IEP) is prepared.
14. The IEP is reviewed annually.
15. A major evaluation is made every three years to review placement.

Thus, within the last 5 years local school districts have been using and developing procedures of assessment to fall within this framework (Reschly, 1978). A major research question appropriate at this time would be to what extent have these procedures been used and have corrected previous inadequacies?

Current Topics in the Educational Assessment of Minorities

Non-Biased Assessment. Since P.L. 94-142 the advent of "non-biased assessment" (Oakland, 1977; Reschly, 1978) has developed. In contrast to culture fair tests of intelligence, the development of which has generally lost support among psychologists, non-biased assessment refers not to tests, but in the manner in which the tests are used. These procedures include (1) applying a quota formula to special education placement decisions, (2) informed consent and due process with parent options to appeal decisions, (3) multidisciplinary teams, (4) focus on the observable outcomes of assessment and interventions insuring that growth is the product, (5) emphasis on the assessment of observable behaviors rather than internal causes, (6) suitable resources in the form of varied and effective placement options designed to teach the children placed to them. The specific procedures that can presently contribute to non-biased assessment are an important area for development. Research is required to generate additional procedures.

Criterion Referenced Testing. The majority of standardized tests are norm referenced. An individual childs score is compared to the average child of the same age and sex from a norm group. Norms are only useful when representative. Our discussion has strongly suggested that norms may not be representative for minorities. Criterion referenced testing is relatively new on the educational scene and focuses on a child's ability to perform precise behaviors or skills. "The abilities to tie ones shoes, to bathe, to eat unassisted, to name common household objects, and to count change," are examples of criterion behaviors. "Knowing that a person ranks in the fifth percentile of a norm group is less telling than knowing that he is unable to perform one or more of the above behaviors." (Oakland, 1977, p. 56).

Criterion referenced measures have developed as a reaction to standardized tests inability to adequately sample what is being taught to a particular child in a particular school and to provide teachers with information directly relevant to teaching. This development has been closely linked to mastery learning and basic competencies learning (Bloom, 1974). Recent developments in minimum competency requirements for high school graduation is a direct example. The development of IEPs and review of subjectives are similarly related.

Criterion referenced tests rely on lists of specific behaviors/competencies against which the child is assessed. To some extent these lists are developmental with prerequisite skills taught before more difficult skills, etc. Criterion referenced testing to date has been used primarily in problem/identification, monitoring of progress, and follow-up. Their use in placement decisions and placement formulas fortunately may be encountering greater weight and acceptance.

Adaptive Behavior Measurement. Another concept developed within the last several years and mentioned in the P.L. 94-142 guidelines is the importance of adaptive behavior to the assessment process. One version of adaptive behavior recognized that handicapped citizens can and do achieve adequate levels of self support and home living skills even though not performing well in school. The (SOMPA) System of Multicultural Pluralistic Assessment (Mercer & Lewis, 1978) is one example. Adaptive behavior outside the school setting is assessed by the principal caretaker, usually the parent. Behavior areas covered are family, community, peer relations, non-academic school, earner, consumer, and self-maintenance. Adaptive behavior looks promising both from the perspective of broadening the definition of retardation (Mercer, 1975) and in broadening the number of program options that could be developed to service this particular problem.

Another area that has also been generally ignored in concern with adaptive behavior is the role of naturalist observation methods (Greenwood, & Delquadri, 1979; Greenwood, Walker, & Hops, 1979). These methods appear to be well developed and are frequently used for monitoring progress and in behavioral interventions with children having severe behavior disorders and learning disabilities. This method could prove useful in documenting both wide and specific dimensions of adaptive behavior. More instrument development is required here.

Language Assessment. Language assessment is, perhaps, the most rapidly developing area directly related to minorities and handicapped children. Current court cases recently have examined procedures for determination of a child's (1) home language, and (2) standard English proficiency (See Raspberry, 1979). Current cases are supporting the notion that provisions be made for bilingual, or dialectic children such that both suitable assessment and educational programs can be provided. Bilingual factors in addition to the various problems contributed by various handicaps that directly effect language and language usage, e.g., autism, physical abnormalities, etc. present a double dimension to assessment of these special education problems. This area will be covered more fully in Chapter IV.

Summary

In this chapter we examined the purposes of assessment and their relationship to the functions of placement and progress of students in special education programs. Minorities concerns over bias in testing was discussed and areas of potential bias pointed out. The concepts of pluralistic and non-discriminatory assessment were introduced and the incorporation of these concepts in P.L. 94-142 was reviewed as a progressive step toward elimination of many problems in assessment that minorities have so frequently pointed out. The usefullness of specific categories of assessment instruments, (i.e., standardarized vs. criterion referenced tests) were discussed, and it was pointed out that an increasing trend toward criterion referenced tests, tests covering what is taught, offers considerable promise for minorities, as the need for norm group comparisons are eliminated in decisions concerning teaching and program placement. Finally, adaptive behavior assessment was reviewed as another area of increasing potential for use in placement decisions and in the conceptualization of retardation. The chapter concluded with an introduction to language assessment to be more adequately discussed in Chapter V.

Review and Study Questions

1. Define and differentiate between the assessment purposes of:

    a. Screening
    b. Referral
    c. Problem identification/definition
    d. Placement
    e. Monitoring progress
    f. Program evaluation
    g. Follow-up of progress

2. Summarize and justify minority concerns regarding placement in special education.

3. What assessment factors appear to contribute to this problem? Name at least three.

4. Why do Blacks score higher on the BITCH?

5. Describe at least two benefits of avoiding cross-cultural examiner-student assessment situations?

6. What are the essential characteristics on which pluralistic and non-discriminatory assessment concepts tend to agree?

7. How does P.L. 94-142 incorporate these concepts?

8. How do criterion referenced tests differ from norm referenced tests and what are the implications for minorities?

9. How can the assessment of adaptive behavior contribute to the placement of children into or out of special education? What are the appropriate types of instruments in this area?

Discussion Questions

1. P.L. 94-142 seems to have set the precedent for non-biased assessment. To what extend has 94-142 with its various provisions relating to assessment succeeded with respect to minority concerns?

   A. By what means could such progress be noted?
   B. Areas that have not been affected?
   C. What are the relevant indicators of district compliance with these assessment provisions?

2. In your mind what are the distinguishing and/or promising features of non-biased assessment?

   A. Procedural safeguards?
   B. Desirable characteristics of instruments?
   C. Contribution of the classroom teacher?

3. Criterion referenced measures of achievement and skill seem a promising area. How might criterion referenced measures be more productively used in placement?

   A. Benefits you see?
   B. Problems with these methods?
   C. Problems in current practice and adoption?
   D. Implication for the classroom teacher?

4. Adaptive behavior measures also appear to be a promising area for consideration due to realization of the importance of social, self care, and occupation-vocation skills. How might adaptive behavior measures be more productively used?

   A. Benefits you see?
   B. Problems with these methods?
   C. Problems in current practice?
   D. Implications for the classroom teacher?

5. Socioeconomic and cultural variables effect children's education. How might information concerning ethnic background and economic status contribute to assessment and placement of children?

6. Not much has been mentioned concerning some specific areas of assessment namely screening, referral, monitoring of progress, follow-up, and evaluation.

A. Why?
B. How will each of these relate to non-biased assessment?
C. What roles should the classroom teacher play in these areas?

Issues Report

Name: ______________________

Area: Assessment

Date: ______________________

Instructions: Please prepare written comments and/or notes in response to each question. These notes can be used by you during the discussion period and will be turned into your instructor. Please attach additional sheets as required. Please number each of your comments to correspond to the number of issue question.

Previous Discussion Points on Assessment Issues

1. P.L. 94-142 seems to have set the precedent for nonbiased assessment. To what extent has 94-142 with its various provisions relating to assessment succeeded with respect to minority concerns?

    -- P.L. 94-142 exposed and somewhat eliminated placement of minorities into "dead end" programs because of race and not because of mental ability.

    -- P.L. 94-142 has made a great change in the assessment strategies for all children - minority as well. However, information or rather determinants of handicapping conditions are still based primarily on a normed population. This assessment strategy is "softened" somewhat when observational data (behavior check-lists, etc.) are used as an adjunct to the standardized instruments.

    -- P.L. 94-142 is very specific in delineating evaluation procedures, however, districts are responsible for carrying out the procedures. To my knowledge districts have not identified how to handle a totally nonbiased assessment. An awareness that nonbiased assessments are required is a start in the direction of attempts to develop and utilize such assessments. It has caused personnel to look at areas such as adaptive behavior and an increase in the number of instruments used in assessment.

    -- Although I believe procedures outlined in P.L. 94-142 have greatly affected the assessment and placement procedures for minority children, more information is needed to determine the extend to which it is succeeding.

    -- P.L. 94-142 has created a change in the assessment of minority and minority handicapped children. Standard testing cannot be the only criteria. Other forms of evaluation need to be perfected.

    -- Prior to the passage of P.L. 94-142 assessment for eligibility for placement in classes for handicapped children was done primarily on the basis of psychological testing. Many minorities and culturally different children were placed in these classes on the basis of one intelligence test which was given for the purpose of obtaining an IQ score. Little attention was given to the many factors in the child's environment that impinge on his intellectual development such as economic status, cultural or racial status, nutritional status, health status and so on.

Therefore, many minority and culturally different children were placed in special classes, especially MR classes, that did not need to be placed there.

A. By what means could such progress be noted?

-- Progress could be noted by placing more equalization based on population densities. In many ways this determination would be difficult to measure considering the population percentages prevalent in this district. However, disproportionate percentages by representative comparisons could be a touch-stone.

-- Court cases banning the use of intelligence tests in determining placement of children in special education classes are the most evident examples of the impact of P.L. 94-142 as it relates to assessment of minority handicapped children. As educators are becoming more aware of the discriminatory issues involved in the use of intelligence tests as assessment tools, other more effective instruments are being sought - such as criterion referenced tests and adaptive behavior scales.

-- Periodically testing for educational improvements.

-- Progress is being forced by court cases. Tests now must not be culturally biased and must reflect the abilities of the child as opposed to community imposed standards.

-- Progress could be noted by monitoring the placement of children in programs and the monitoring of the IEP and appropriateness of the placement. Comparison of previous placements with current placements. Ongoing assessment to determine continued need for services. Year end evaluation and staffings in addition to IEP review. More ways progress could be monitored are: (1) improved screening and evaluation procedures that focus on the needs of the child, (2) indicating strengths as well as weaknesses in the evaluation process, (3) use of multiple instruments for evaluation, (4) development of a referral process that causes teachers to take a closer look at the needs of the child, (5) suggestions for modification in the regular program prior to referral for special services, (6) input from parents, (7) attempts to confirm or rule out language dominance, (8) assistance from persons who speak the dominant language of the child to be evaluated, (9) use of multi-disciplinary teams in reviewing incoming information, (10) suggesting additional testing when appropriate and administration of Language Assessment Scales to determine predominant language (Use of LAS) for the purpose of adjusting the curriculum to the language needs of the student and,(11) provision of tutoring services.

-- What provisions of P.L. 94-142 relating to assessment with respect to minorities are succeeding can be noted by the fact that school districts are now seeking parental permission prior to initiating assessment for placement procedure? Parents are being informed of their due process rights and multi-disciplinary teams are being formed to assess children. More attention is being paid to the child's adaptive behavior and language.

-- Progress could be determined by collecting data on the extent to which: (1) handicapped children are being placed in the least restrictive environment as opposed to being placed only in self-contained classroom situations, (2) nondiscriminatory materials and procedures are being used in assessment, (3) measures other than norm-referenced tests are used in assessment, (4) decisions are being made by a group including parents, (5) assessment is being made in related areas and, (6) placement review procedures are being carried out.

B. Areas that have not been affected?

-- At present, most concerns are directed to bias in assessment and placement. The areas needing more attention are monitoring, program evaluation and follow-up.

-- I am not sure if the persons evaluating the information are themselves free from the past testing prejudices.

-- Reasonable accomodation and parental impact.

-- Most of the concern regarding assessment has been directed toward placement of children inappropriately because of discriminatory testing. At this time the areas of screening, referral, monitoring of progress, program evaluation and follow-up have received little attention.

-- Screening seems to be an area that has not been effected very much.

-- Interpretation of test scores still hinges on representative normed data.

C. What are the relevant indicators of district compliance with these assessment provisions?

-- The additional instruments utilized after the passage of P.L. 94-142; observational data and behavior check-lists in evaluations; peer monitoring activities for compliance.

-- Detailed descriptions of intent to assess, parental permission to test, reasons for doing so and parents' rights in being part of a team to determine appropriate services for a child are included in the school district's compliance plan. The district is also responsible to the public for informing them of their intent to identify and provide services for all handicapped children. Compliance also makes the district responsible for a public awareness program in the area of special education.

-- The seeking of parental consent for assessment and informing them of the purposes; informing parents of the due process procedure; multi-disciplinary assessment and the IEP.

-- Other forms of evaluation are being used such for the child. Also, agencies are stressing compliance with P.L. 504 and making programs accessible.

2. In your mind what are the distinguishing and/or promising features of nonbiased assessment?

-- The single most promising nonbiased assessment strategies are the variety of instruments used; the leanings toward criteria-referenced assessment; observational data recorded by the classroom teacher and an outside observer.

-- Most promising features would be the fact that minority students will be afforded educational opportunities/advancement (growth) based upon innate abilities.

-- Reduction of numbers of children receiving inappropriate placement. Creation of language stimulation programs in regular classrooms. Involvement of parents in planning for the child. Dissemination of information to parents regarding rights. Tests should be a better measure of the child's ability. Communication with parents in their native language so that the services and programs are explained. Placement cannot be made on the basis of one test.

-- The use of criterion referenced and adaptive behavior measures seem to be promising features of nonbiased assessment.

-- What is most important are the new forms of evaluation.

-- The most promising features of nonbiased assessment are those which call for evaluation materials that are multifactored, multisourced and the assessment be carried out by qualified people.

A. Procedural safeguards?

-- Multidisciplinary team; in-service for assessment staff to make them more sensitive to nonnormed response data.

-- Set up "watch dog" entity for legal compliance.

-- The procedural safeguards of nonbiased assessment when stringently adhered to are necessary in determining services needed for development and implementation of an appropriate educational program. The use of multidisciplinary teams to determine placement is essential. Parental involvement is necessary as is the due process option for both parents and school district.

-- Nonbiased instruments should be adopted to take the culture of the student into consideration. How the teacher perceives the student. Observation - first hand, strengths, weaknesses. Comparisons with other students of similar background. Adaptation of curriculum in regular class to keep in compliance with the least restrictive environment concept.

-- If parents are not satisfied with placement, then due process rights are guaranteed.

-- Parents' right to examine all relevant records and their right to due process; a multidisciplinary team, including parents, gathering data from various sources.

-- Safeguards are considerations for both the school and the parents. They must work together to develop the best program for the child.

B. Desirable characteristics of instruments?

-- Nonbiased; appropriately normed (similar populations); multiplicity of instruments; sensitivity of assessor.

-- The use of assessment instruments such as criterion referenced tests and adaptive behavior measures give more information as to a specific child's strengths and weaknesses. This information allows for services to be recommended and plans developed for those identified needs. Use of instruments which give scores based on norms give educators far less concrete information to be used in writing IEPs and implementing programs for children.

-- The population being tested should be included in the normative population; persons using the instrument should be competent in its administration and interpretation.

-- The instruments should form on competencies against which the child will be assessed.

-- The assessment must be sensitive to the needs of the child.

C. Contribution of the classroom teacher?

-- Supportive data from the teacher in the form of teacher-made test results; behavior check-list; subjective evaluations of the teacher.

-- While a regular classroom teacher may have little or no knowledge or experience in serving handicapped children, one of the most valuable sources of information in the assessment and placement process is observation. The nonbiased assessment gives an excellent opportunity for a teacher to contribute information based upon her experiences with a child over a period of time. The use of adaptive behavior measures is particularly useful in aiding a teacher in this information-giving process.

-- Classroom teachers should be included in the planning phase for their personal input as to the type of program or problems they will encounter.

-- Teachers are in a position to make some very valuable contributions. She /he is with the child more than any other person of the team, parents excluded. Therefore, they should have quite a bit of information relative to the child's educational assessment, such as observational data, academic strength and weakness, behavior, etc.

-- Classroom teachers are in a good position to assess the child against competencies the student is expected to achieve.

-- The classroom teacher is a key element in the picture. The teacher can assess the progress of the program and foresee the need for adjustments.

3. How might criterion referenced measures be more productively used in placement?

-- Criterion references measures must become an integral part of the required data bank prior to placement. Development of skills/behaviors for respective age/developmental maturation levels must be embraced in the evaluation preparatory to placement.

-- This affords the use of multiple sources with specific skills to be merged thereby allowing for a more equitable placement of children.

-- Criterion referenced measures must become part of the overall picture. Specific skills and weaknesses can be discovered by the multiple testing approach. A meaningful IEP can be the result.

-- Through criterion referenced measures, a child will be placed on the basis of his present competency in various subject matter areas.

-- They may be used to determine what a child can and cannot do and plan instructional programs.

-- Norm tests are usually normed on a set population. In comparing the child with himself the child may function closer to others in his class. Assists in writing the IEP and additional information is provided for instruction. These additional measures to be used with standardized tests.

A. Benefits you see?

-- Skills and behaviors are encompassed in a developmental paradigm i.e., skill building is based on what is known and taught.

-- The full assessment of the student is made before a program for the child is developed.

-- If children are placed,the basis of their lack of competency in various areas--their weaknesses, could be pinpointed more readily and those tasks with which a particular child is having difficulty could be task analyzed. A task analysis would provide a series of small successive steps for the child to master prior to moving to the next higher step thus assuring success to the child's maximum level of performance.

-- Criterion referenced measures give more specific information as to what a child is able or unable to do. This information is necessary in writing IEPs, in placement decisions, and most importantly in carrying through with the program set up by the IEP.

B. Problems with these methods?

-- Time consuming process; limited in scope; more observation needed; some definitive behaviors may be operative outside school environment; touchstones difficult to measure.

-- Test or placement specialists should be sensitized to cultural-ethnic differences.

-- Time to conduct the tests and evaluations results in a slow process.

-- Initially this method would require a lot of time to do task analysis. However, once a task analysis has been carried out on a task and a check-list is made based on the task analysis, time would no longer be a problem.

-- Another point with the use of criterion referenced measures in placement is that there would be no need for labels such as MR, LD, etc. This would cause a problem in funding at the Federal and state level since funding is based upon labels.

-- Decisions as to placement frequently are determined as a result of a label e.g., MR, LD, BD, etc. This labeling many times is arrived at as a result of information, norms, or scores from standardized tests. A child must, unfortunately, be labeled before the district can be reimbursed for provision of these services. Although criterion referenced measures are useful in determining needs and will be helpful in the placement process, information from other standardized instruments is very often necessary in determining placement.

-- The cost factor may make prohibitive for use on a district-wide basis.

C. Problems in current practice and adoption?

-- The degree of weight to be placed on these instruments vs. more standardized ones; availability of instruments; evaluation of comparative data; standardized instruments vs. criterion-referenced tests.

-- Criterion referenced measures have not been developed for use at this time for placement but are very helpful in problem identification, monitoring of progress and follow-up.

-- Excellent for use with parents. Delineating strengths and weaknesses. Grouping. Objectives. Reference to materials being used. Sequencing of skills. Use directly with older children.

-- Not enough people working on this level. Many are still tied to old systems of labeling.

-- Time consuming; few commercial criterion referenced measures; validity and reliability of such measures?

D. Implication for the classroom teacher?

-- Instruction can become more skill based; assessment and evaluation of instructional program can be more easily determined.

-- Classroom teachers find this type of assessment most helpful in monitoring a child's progress and in evaluating their effectiveness in implementing a program.

-- Greater pressure on teacher but greater rewards in successes.

-- With the use of criterion referenced material, it should be easier to develop IEP (at least the writing of objectives).

-- Classroom teacher will have a better feel of student ability because placement will have assured a more specific equitable selection.

4. How might adaptive behavior measures be more productively used?

-- Already established in the assessment process as a viable adjunct to total evaluation is observational data. Adaptive behavior assessments outside the school could provide an added dimension to the total assessment. While, in some instances students are labeled as retarded in the school environment, in actuality they appear to be less than marginal in the community setting.

-- This method will allow a more equitable assessment of learning abilities or disabilities which will "note" the abilities of minority students. This should be used in pre-schoolers.

-- It can be made an integral part of assessment process, which should result in a fairer assessment of the needs of the child.

-- Since the early 1960's attempts have been made to develop objective scales to measure adaptive behavior. In fact, the AAMD definition requires that a child be significantly subaverage in intellectual functioning as well as being deficient in adaptive behavior.

A. Benefits you see?

-- More data is available to help in the total assessment of the student. Considering the complexity of the real world, if a student appears to be a knowledgeable, functioning individual in the larger society, maybe poor scores on standardized instruments may be considered suspect.

-- Assures that minority students are assessed on cultural/ethnic learning.

-- Helps add to the total picture of the child. If a child had borderline IQ adaptive behavior might make a difference.

-- Oftentimes the needs of a handicapped child - particularly if he is severely handicapped - are not geared toward an academic program as much as toward self-help or vocational skills. Adaptive behavior measures are a most valuable took in determining these need areas and allowing for long-term planning to meet these needs.

-- A child who is unable does not do well on tests but demonstrates through self-care, social and other adaptive behaviors that he is functioning at a level different from that which norm-referenced tests indicate may benefit.

-- Better assessment of the abilities of the student.

-- One benefit is that teachers may be able to see a different side of some of their students. Some students may not be very successful in their educational environments while in their environment they are achieving social and vocational success.

B. Problems with these methods?

-- It may be difficult to solicit observational data in the larger community. A principal caretaker foreign to the environment may skew the data in the recording/observing activity.

-- As with other methods, it should not be used as a sole measure.

-- Not all people in the school will or can cooperate in observing the student. Sometimes children are labeled too quickly.

-- At the higher levels of functionally retarded students adaptive ratings may have little relationship to measured intelligence. Therefore, they may be more useful for moderate and severly retarded children. Examiner may have to rely on reports from others. Possibility of bias.

-- Adaptive behavior measures have for some time been used in institutional settings to measure needs and progress. However, these measures have been developed only in the last few years to be used in school settings. More research to determine the effectiveness of the available measures seems to be indicated.

-- Time and personnel to secure the information. Need additional space for comments when question dœs not quite fit the child.

-- There is the negative aspect of "over-emphasis" on cultural/ethnic differences.

C. Problems in current practice?

-- Adaptive behavior are seldom, if ever, utilized in the total assessment work-up other than in residential facilities. Often in the in-take conference, unsubstantiated information is recorded.

-- I'm not sure what the current practice is but I suspect the observations are not being fully integrated into the evaluation of the child.

-- They are based on subjective data.

-- Adaptive behavior measures are subjective. Care must be exercised when they are used. For example, with a child with severe behavior problems who has been in a regular setting - the regular classroom teacher may have a very difficult time scoring this subjective instrument objectively if she has spent a long period of time dealing with this disruptive child in frequent unpleasant situations.

D. Implications for the classroom teacher?

-- Classroom teachers should routinely visit with parents and perhaps visit the home environment of students to ascertain the functional capacity, skill-wise, in the community environment. Many times opinions of teachers can be modified and/or changed based on valuable new information.

-- Although more pressure would be on the teacher, this should be a team approach with the school and parents.

-- If teachers administer these instruments, they should be aware of the subjectivity of the instrument and that by sticking to specific behavior descriptions may reduce bias on the part of the respondent.

-- Ethnic/cultural awareness for classroom teacher.

-- Teacher could use adaptive behavior measures to document or substantiate her feelings. These measures would make the teacher more aware of expectations. They would assist in looking at areas of vocational training.

-- Adaptive behavior measures may be helpful in allowing a teacher to see a child more clearly. It is often very helpful to a teacher to look at a child by using such a measure and sorting out specific areas of need. Dealing with the problems is frequently not so monumental a task when more specific information is available.

6. Socioeconimic and cultural variables effect children's education. How might this early information concerning ethnic background and economic status contribute to assessment and placement of children?

-- Often assessment tools are normed on population significantly different culturally and economically to the point that legitimate comparisons are difficult to impossible and oftentimes produce unrealistic and erroneous findings. Professionals making the interpretations and/or assessment may misconstrue response data and/or observed data simply because they (professionals) are not cognizant of cultural differences and/or socioeconomic variables.

-- "Mainstreaming" will be less threatening if it is integrated into the initial phases of the education process (community) with awareness/appreciation of ethnic/socioeconomic diversions.

-- Much depends on the school district's exposure to differing cultures and if it is a valued consideration when evaluating a child. Awareness of cultural differences and values could make a big change in the evaluation. The school must be made aware of these differences either by their own observations or by the parents. The key is to make no final decisions until all the facts are clear.

-- Needs, interests and motivational factors are factors which will effect assessment results and ultimately, placement of children. It is already recognized that ethnic background and economic status must be taken into consideration when determining methods of assessment and placement thus the recent court decisions. What has not been determined is what methods can be used to effectively determine these children's needs.

-- By making persons involved aware of the issues. Developing a program that would incorporate training in the utilization of systems that would take factors into consideration when assessing students.

6. Not much has been mentioned concerning some specific areas of assessment, namely, screening, referral, monitoring of progress, follow-up, and evaluation.

A. Why?

-- Probably, these areas have not been mentioned because the processes surrounding these specific areas are yet being nurtured. While the areas have been bandied around, legislated, mandated, and postulated, most districts and agencies are still wrestling with the nuances of the science.

-- Lack of reliable information, data.

-- Perhaps not much has been mentioned because of a lack of reliable results. We are in the process of developing these procedures.

-- Frequently parental concern and involvement are major determiners of programs for handicapped children. In order to qualify for special help assessment must take place. This is usually acceptable to parents. But placement is the result of this assessment and of the labeling which parents often have a difficult time accepting. Screening, referral, monitoring, follow-up and evaluation of the program occur either before or after this labeling occurs and therefore are not the focus of the major concern at the time.

-- Nonbiased assessment should be an interrelated system that leads to a different approach in the way we look at children. Nonbias should not be confined to assessment but permeate the total process of screening, referral, monitoring, follow-up, and evaluation.

-- Most of the attention since the passage of P.L. 94-142 seems to have been focused on due process procedures, assessment (IEP), and placement. As more data is collected on other areas, we may see more activity in those areas.

B. How will each of these relate to nonbiased assessment?

-- All of these areas will be supportive to the nonbiased approach in that each offers a touchstone through a continuous matrix. Screening provides global parameters for concern; referral offers a constellation of evaluative screened procedures; monitoring offers continuous progression along a designed paradign (IEP). Follow-up and evaluation offers continuous evaluative data along the total service/implementation plan.

-- All are part of the whole.

C. What roles would the classroom teacher play in these areas?

-- These areas cannot be functional without the classroom teacher being part and parcel of each activity, each reservoir of response/observation data recorded, and the evaluation/re-programming activities developed.

-- The prime source is the classroom teacher. The teacher has a role in the whole process of assessment and the major role in the follow-up.

-- The classroom teacher plays a part in all areas of assessment. Part of the screening process will be teacher observation which in turn may lead to referral. The teacher will, of course, be responsible for monitoring progress of a child while he is in her classroom as well as the follow-up assessment, at least in part. The classroom teacher will also provide information that will be used in the program assessment.

Suggested Application Activities

1. Make a list of the assessment tools used in your school. Are they biased? In what ways do they account for racial and ethnic differences? What other assessment tools could possibly be used in your school?

2. Design a criterion referenced test that could be used as an assessment tool in your classroom.

3. Develop an observational method for assessing the time spent engaged in academic tasks for one of your students. Refer to literature on observation methods to help in this project. In reading, for example, what percentage of the total instructional period does the child actually engage in academic responding?

4. Find out to what extent local norms have been developed and are used with respect to testing at your school.

5. In the past how have students in the school and district compared academically to national norms? Discuss these data and their implication from your view. How is the faculty currently responding to these data?

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Chapter IV

Language Issues

Objectives

After completing this chapter you will be able to:

(1) Describe three major areas through which language impacts educational programs.
(2) Review the language diversity possible in a school district.
(3) Discuss the legal precedents for assessment and placement of non-English speaking students.
(4) Define bilingual education and related types of programs.
(5) Describe trends in staff development of bilingual teachers and their importance.
(6) Discuss Black English as a dialect indigenous to a district.
(7) Describe instructional methods for facilitating use of standard English in the classroom.

The purpose of this chapter is to present a review of the current impact of language and language differences on special education. This review will cover five areas: (1) an introduction, (2) recent court decisions and assessment requirements, (3) comments on bilingual education and staff training, (4) a focus on Black English, and (5) instructional methodology appropriate for teaching standard English in the public schools.

Introduction

Certainly, language differences in the public schools is not a new phenomena in the United States. The European school systems have long viewed language heterogenity in the schools as an essential ingredient to an intellectual atmosphere (Margama, 1979). This has not been as true in the United States. The primary impact of non-standard English speakers in the United States schools appears to be the result of immigration of foreign language speakers into the U.S. language/culture for reasons of slavery, war, politics, and economics. Such events are well known in the United States and the current influx of Haitian, Cuban and Asian refugees is the most recent example. With Federally supported and church-based relocation services to various parts of the United States, public school systems, more than ever before, are confronted with non-English speaking students.

A second language impact on education is the dialect of English speakers. English dialect speakers, who are not generally recent immigrants, derive their language from regional and local ethnic environments which fall outside of the mainstream. Black, Pidgin, and Creole English, for example, have been associated with factors such as rural settings, low and poverty level income, and prolonged isolated conditions either econonic, educational or geographical in nature.

The advent of a child with either a foreign or dialect background in the public school sets the occasion for bilingual-child development to occur as the student participates in large part in two language environments - home and school.

A third impact of language on special education occurs with children who do not develop language, who are language delayed and/or may also be hearing disabled. In this case special education procedures must be brought to bear to teach oral language and/or sign language. Both oral and sign languages have been used with the hearing disabled and the developmentally disabled (i.e., autistic, non-speakers).

As reported in Chapter II, a survey indicated the following languages spoken in the homes of Kansas City district students: (1) Spanish, (2) Vietnamese, (3) Italian, (4) German, (5) Philippine, (6) Arabic, (7) Somoan, (8) Laotian, (9) Chinese, (10) Greek, (11) Iranian/Persian, (12) French, (13) Korean, (14) Polish, (15) Japanese, (16) American Indian, (17) Jamacian, (18) Russian. A total of 1,133 children/families in the district report children undergoing bilingual development. Ninety-eight special education students from Spanish families and 43 Black and other ethnic students were also potentially bilingual.[1]

Apparently, little is known about the effects of dialects of English, Black English, as home languages. However, Wilbur D. Goodseal, supervisor of speech, language and hearing has noted that "Black English is prominent", among the district's student population (Kansas City Times, 1979).

The implications for educational programs for children with these characteristics might be as follows:

1. Non-English speakers, very likely having normal intelligence, who are able to handle regular programs, but need to learn English.

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[1] This excludes 322 minority students in gifted and talented programs.

2. English dialect speakers having normal intelligence, who can handle the regular curricular program, but need to learn standard English.

3. Non-language/non-speakers needing special curriculum programs to learn English and/or sign language.

4. Non-English or English dialect speakers unable to handle the regular curriculum, and needing to learn English.

5. The semi-lingual speaker, children not functional in either English or any other language.

Each require specific program decisions involving student language.

Court Decisions and Assessment Requirements (Lau vs. Nichols)

The current legal procedures that apply to assessment and placement of other language speakers was decided in Lau vs. Nichols. This required that procedures be established for the district to identify a student's home, or primary language if thought to be other than English.

Step I. Establish the student's primary or home languages. One of the following is required:

A. The student's first acquired language was other than English.

B. The language most often spoken by the student is other than English.

C. The language most often spoken in the student's home is other than English, regardless of languages spoken by the student.

Step II. A-C must be assessed by a speaker of the relevant other languages following which the language proficiency of the student must be determined for placement as a:

A. Mono-lingual speaker of the language other than English. (Speaks the language other than English exclusively. No English.)

B. Predominantly speaks the language other than English. (Speaks some English or is semi-lingual.)

C. Bilingual (Speaks both languages with equal ease).

D. Predominantly speaks English (with some of the other language).

E. Mono-lingual speaker of English.

These requirements were developed by the San Francisco school system after the court ruled in Lau vs. Nichols that there was no equality of treatment for non-English speaking Chinese students by simply providing them the same facilities, textbooks, teachers, and curriculum. It was decided that students unable to speak English were denied participation in the educational process. It was also noted that instructional personnel for these children should be familiar, linguistically and culturally, with the students.

Bilingual Education

Bilingual child development worldwide has been noted to be increasing (Sorensen, 1967; reviewed by Garcia & Trujillo, 1979). The United States Commission on Civil Rights (1974) has noted increased numbers of bilingual programs in educational settings, particularly with Spanish-English speakers. In the mid 1960's a debate began in this country questioning mono-English schooling and compensatory education for children whose "mother tongue was not English" (Tosi, 1979). The alternative program in the United States has been the simultaneous use of English and mother tongue - home language, and defined as "bilingual" education (U.S. Civil Rights Report on Bilingual Education, 1975). A review of bilingual educational programs, however, reveals several options.

The options vary with respect to the specific objectives and philosophies adopted by the developers. These programs include:

1. Bilingual/bicultural Program (Bi/Bi)

   This program utilizes the student's native language (Navajo) and cultural factors in instructing, maintaining and further developing native skills while introducing skills in a second language and culture (English). The end result is a student who can function totally in both cultures. The student speaks both languages and is familiar with the cultural aspects of both.

2. English-as-a-second Language (ESL)

   This structured language acquisition program is designed to teach English to students whose native language is not English.

The student's language is used for instruction while English is taught.

3. High Intensive Language Training (HILT)

   A total immersion program designed to teach students as rapidly as possible in a new language (Native language not used).

4. Multilingual/multicultural Program

   This program operates as in #1, only more than one culture and language in addition to English is treated. The end result is students who can function in 3 or more languages and cultures.

5. Transitional Bilingual Education Program (TBE)

   This program operates as a bilingual/bicultural program, except as soon as the student is functional in the second language (English) further instruction in the native language is no longer required. (Oakland, 1977, p. 167-168.)

Bilingual education in the United States has been "introduced to serve children with limited English speaking proficiency or who do not know how to speak English at all. The legislative interest in bilingual education in the United States, as in other countries, has been to enable children to function as soon as possible in the dominant language, English. Ideally, but less frequently in the U.S., the child could continue to receive instruction in both languages to take full advantage of the skills brought to school." (ACCESS, 1980).

Many scholars and ethnic groups' spokespersons have pointed out that bilingual children, who can function in two language environments are more skilled than monolingual children (Rado, 1974, reviewed by Tosi, 1979.) Linguists have noted that the schools put bilingual students at a disadvantage when students are not allowed to use or relearn their full language repetoire. Studies have confirmed this point suggesting that bilingual children perform badly on verbal intelligence tests, whichever language they are tested in, reflecting adversely upon their academic abilities (Darcy, 1953, 1963; Saville-Troike, 1975; Skutnabb-Kangas & Toukomaa, 1976; Swain & Cummins, 1979, reviewed by Tosi, 1979). This has been described by Hansegard (1968) and Tosi (1979) as a result of semi or double semilinguism cases in which a child is not proficient in either one or two languages. This is relevant because it points to the need to assess and monitor language competance and learning for both placement and feedback about teaching progress.

Trends in Bilingual Staff Development. Implementing the Lau procedures has been easier for districts than securing the bilingual staff required to implement the assessment and teaching provisions. Many districts have been hard pressed to find qualified personnel. Some of the current trends include training bilingual special educators:

1. The training of bilingual special education teachers in specialty areas, e.g., mental retardation, language disorders, behavior disorders, learning disabilities, etc.
2. The training of bilingual persons such as psychologists, speech therapists, resource teachers, adaptive P.E. instructors, volunteer interpretors, etc. (summarized in Access, 1980).
3. Inservice training of teachers in related issues (MIIP Project).

Current trends in university teacher education programs include multi-cultural programs and courses that expose teachers to specific aspects of language and culture in education programs (Amos, 1980, or Bessant-Byrd, 1980). These programs will increase the number of qualified personnel for those positions in the next 5-10 years.

Black English and English Dialects

Black English is a dialect of standard English. Black English has been in the news as a result of the highly publicized Ann Arbor ruling in 1979. Black English has been known, described, and discussed by linguists, psychologists, and educators for some time (Williams, 1970). Some have argued that it is a language system of its own, and not a dialect. Others have defended it as a dialect, equally acceptable as others and not a 'second rate' dialect (Drennen & Hansen, 1970). Others have shown that it differs from standard English in regard to its sound system, grammar, and vocabulary (Baratz, 1969) and that it's not an underdeveloped language since it meets three linguistic assumptions; (1) all humans develop language, any verbal system used by a community is a language, and no language is structurally better than another (Baratz, 1969), (2) that black nonstandard dialect uses a distinctive set of grammar patterns not in conformity with written forms of English (Baratz, 1970), (3) that black dialect or language systems as part of his culture interferes with his learning to read standard English (Baratz & Baratz, 1969). As a result speech pathologists must view dialect differences not as pathological and as not related to physical or emotional causes (Baratz, 1968).

Others have argued that language standardization is a sociolinguistic fact and that black children should be taught standard English (Baratz, 1970). They have noted the black child is automatically excluded if he does not learn standard English and even that 8-9 year old peers are sensitive to speech differences and have absorbed many of the attitudes of society. Teachers also project greater success in school for standard English speakers (Blitzer & Hoover, 1976). Other researchers point out that not all Afro-American children need intensive language programs, as many speak standard English. Moreover, the relationship between black dialect and learning to read is not yet clear (Johnson & Simons, 1972).

Examples of Black dialect are fairly common and have appeared in language texts and the media.

Table 10
Black Dialect Samples Compared to Standard English
(From Baratz, 1970, p. 16-17.)

Variable	Standard English	Negro Nonstandard
Linking verb	He is going	He . . . goin'
Possessive marker	John's cousin	John . . . cousin
Plural marker	I have five cents	I got five cents ..
Subject expression	John . . lives in New York	John he live in New York
Verb form	I drank the milk	I drunk the milk
Past marker	Yesterday he walked home	Yesterday he walk home
Verb agreement	He runs home	He run . . . home
	She has a bicycle	She have a bicycle
Future form	I will go home	I'ma go home
"If" construction	I asked if he did it	I ask did he do it
Negation	I don't have any	I don't got none
	He didn't go	He ain't go
Indefinate article	I want an apple	I want a apple
Pronoun form	We have to do it	Us got to do it
	His book	He book
Preposition	He is over at his friend's house.	He over to this friend house.

Be	Statement: He is here all the time.	Statement: He be here all the time.
Do	Contradiction: No, he isn't.	Contradiction: No, he don't.

Another example, from the media:

"We be fixin' to eat supper."

"He done went to the movies."

"Michael, do you be respected yo' motha?"

"He at church not." (Carl T. Rowan, August 14, 1979).

Ann Arbor Case and Black English (July 12, 1979).

The Ann Arbor case was brought under the following:

> "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by . . .
>
> (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

(Section 1703(f), Title 20, U.S. Code)

Judge Charles W. Joiner ruled that:

-"Black English must be recognized as a dialect that differs systematically in phonology and grammar from Standard English and has its own set of rules."

-"It should not be perceived (Black English) in any way as indicative of a youngster's inability to learn but must be understood as a barrier to learning Standard English."

-"Directed the school district to devise a teacher training program, to train teachers about the dialect, how to identify youngsters who speak it and the best ways to teach these youngsters standard English.

As a result of this case, much discussion has ensued with respect to Black English in Kansas City and nationally (Rowan & Raspberry, 1979). This reaction generally has supported the direct teaching of Standard English because of its utility economically and the rejection of Black English as language to be taught in the schools.

Teaching Standard English

A recent observational study of classroom instruction in grades 1-4 (Hall, Delquadri, Greenwood, & Thurston, in press), noted that five categories of student talk e.g., academic talk, (4.3) read aloud, (0.8) answer question, (0.6) ask question, (0.6) recite, (0.0) in total represented only 6.3% of the student's total activity during the day. Writing accounted for 16%. Passive attending to task occupied nearly 50%, disruptive inappropriate behavior about 20%.

These results support the common view of elementary instruction as being the be quiet and sit still variety. Frankly, without direct instruction in oral language and oral language use, there appears to be very little instruction that generates these behaviors in students.

Two promising areas in language methods are (1) direct instruction and (2) incidental teaching. Both methods appear applicable to problems of standard English use wherein either a first or second language is being taught. These procedures can be applied in bilingual/bicultural programs, English as a second language, or as encountered in special education, English as a first language. These methods have been developed primarily with minority and low income children.

Direct Instruction. In 1970, Englemann noted that "the child of poverty has language problems. These are problems more crippling than mere dialect problems."

> "Too frequently a four year old child of poverty does not understand the meaning of such words as long, full, animal, red, under, first, before, or, if, all, and not."
>
> "Too frequently, he/she cannot repeat a simple statement, such as, 'The bread is under the oven', even after he has been given four trials (Englemann, 1967a)."
>
> "Too frequently, he/she cannot succeed on a task in which he/she is presented with a picture of two boys and two girls and is asked to 'find the right ones: He is big . . ., She is standing on the floor . . ., She is next to the chair' and so on (Englemann, 1967a). In brief, the child of poverty has not been taught as much about the meaning of language (Standard English language) as a middle-class child of the

same age (Englemann, 1970, p. 102)."

The language programs developed by Bereiter and Englemann, 1966; Distar Language (Becker, 1977) have focused upon teaching aspects of language that are used in concept formation. For example, a toy truck is a concept that can be used as an instance of a real truck, vehicle, red, on the table, etc. In order for a child to comprehend a teacher's lesson, a minimum understanding of language is required. The Englemann program attempts to directly teach minimum language concepts. Concepts assumed taught prior to entry into school.

Direct instruction has features in addition to its language content. In all cases, instruction focuses on teaching specific objectives. The learning tasks are programmed so that child success rate is high, errors are low. Small group instruction formats are used, conducted by the teacher. In this arrangement, opportunities to respond are presented at a high pace, thus, new concepts are learned and practiced repeatedly each day. Errors are corrected immediately by the teacher and new trials given until the child is successful.

The direct instruction programs are designed using 5 steps; (1) performance objectives, (2) analysis of tasks (constituant concepts), (3) tryout and refinement, (4) programming, (5) evaluation. While all steps are important, Englemann's most important contribution is task analysis. An example is now presented for an objective "draw a straight horizontal line on your paper". The following conceptual components are involved and must be taught in order for a child to accomplish this task.

> "the child must understand the word draw; he must know the kind of behavior that is demanded by the signal 'draw . . .' and be able to demonstrate his understanding by following such instruction as 'draw a circle,' 'draw a boy,' 'draw a line.'
>
> The child must understand the word line; he must be able to identify things that are lines and distinguish between lines and things that are not lines (such as ropes, sidewalks, and other objects that may look like lines when they are represented in a drawing).
>
> The child must be able to demonstrate that he understands what the words a line mean. He must demonstrate that he can discriminate between the singular a line and the plural lines, three lines, some lines, and so on.
>
> The child must understand what straight means. He must be able to discriminate between things that are straight and things that are not straight.

> The child must understand that a *straight, horizontal* line calls for a line that is both straight and horizontal. He must be able to demonstrate that he can discriminate between straight, horizontal lines, not-straight horizontal lines, and not straight, not horizontal lines.
>
> The child must understand the concept *on*. He must be able to demonstrate that he can point to things that are on something and things that are not on something. He must be able to tell what object the things are on. ('That coat is on the floor, the table, John, etc.').
>
> The child must demonstrate that he understands the instructions, 'Draw on ____.' He must demonstrate that he can distinguish between 'draw on ____." and 'sit on ______', 'put your hand on _____' and 'push on _____'. and the like. He must also demonstrate that he can handle the instructional form 'draw ______on ______' in which different object words are introduced in the blanks.
>
> The child must understand the meaning of the word *paper*.
>
> The child must demonstrate that he understands the word *your*. He must be able to discriminate between instructions containing *your*, *my*, *his*, *the*, *a*, *all*, *some*, *any*, and so on."
>
> (Englemann, 1970, p. 107)

An apparent component of direct instruction is its focus on teaching vocabulary, new words, and the "meaning" of new words, from the standard language. In addition, the operations belonging to the words are taught. Becker (1977) has attributed the decline in language achievement in minority, poverty children to the decline in vocabulary instruction after grade 3.

Incidental Teaching - Language Elaboration. A second well developed and well researched language intervention is called incidental teaching (Hart & Risley, 1975, 1976, 1978, in press). Incidental teaching has been primarily developed in preschool settings but its procedures appear to be adaptable to other children during particular time periods planned and organized to accommodate its use.

Incidental teaching is a method of allowing students to practice language use in the classroom setting through teaching procedures that ask for elaboration.

Teachers are taught that each child's initiation to them is the beginning of an incidental teaching opportunity. "As the child initiates with language to many different aspects of his environment, many different elaborations can be requested," (Hart & Risley, 1980). When asking the teacher for water colors for example, the teacher will ask for elaboration before complying with the request. "Why do you need them?" Student - "So that I can paint a picture." Teacher - "Okay, here you are", etc.

For the nonverbal child pointing to a carton of milk on his lunch tray, the teacher will prompt or model the correct response - milk! and wait for the child to repeat the word or produce an approximation before giving it.

Incidental teaching also requires objectives for language forms e.g., statements or words, to be used by each child. It requires an environment filled with interesting objects that will prompt initiations. During incidental teaching all initiations are responded to by the teacher to reinforce and increase the opportunity to elaborate and practice using language.

Recent research has demonstrated that both total and new words used and sentences used increased substantially using incidental teaching (Hart & Risley, 1980.

Summary

Children speaking different languages appear to be an increasing problem now and in the future and one that is mandated that the schools must handle. Bilingual education forms are the most typically encountered approaches. Dialect differences in English speakers is a second area, made more current by the Ann Arbor decision. Developmental delay and hearing loss also impact the learning of English language and necessitate special instructional procedures.

The legal responses to these problems have been in the form of court decisions protecting and mandating education to assist in the learning of English regardless of language type or skill level. Bilingual special educators, multicultural education, and inservice teacher training programs are very new trends in facilitating language problems in special education.

It was noted that in regular elementary classroom instruction with low income minority children, that the instructions opportunities to use and advance the use of oral standard English occurs at low levels. Written responding appeared more frequently, but only 16% of the day. Direct instruction in language appears to be an excellent means of structuring standard oral language use as part of the academic program. Incidental teaching is another means of facilitating daily language practice. Since it occurs as a result of student initiations, its use does not appear restricted to set periods of instruction and may be used at any time.

Both direct instruction and incidental teaching appear applicable to any particular language being taught. They are best used in the regular classroom in addition to other traditional programs of bilingual education. In both cases, language use is developed, reinforced, and occasioned. Practice is needed to develop effective oral language.

Review and Study Questions

1. List three specific language areas mentioned in the Chapter that effect educational programming for students.

2. Is it true that schools in the United States do not value language heterogenity ? Why?

3. Approximately how many Spanish speaking families in the Kansas City district have children also enrolled in special education?

4. What type of program would you recommend for the non-English speaking student with normal intelligence who is able to handle a normal program, but is non-English speaking? Support your response based upon the content of this chapter.

5. Define a semi-lingual speaker.

6. From the Lau procedures list the three criteria for determining a child's home or primary language.

7. Summarize the principal view expressed by the court regarding the Lau Decision and non-English speakers.

8. Bilingual child development in the United States is increasing. True or false. Why?

9. How does a HILT (High Intensive Language Training) program differ from a Bi/Bi (Bi-lingual/Bi-cultural) program?

10. Describe the direct instruction and incidental approaches to teaching language and contrast their essential differences from the teacher's standpoint.

11. Speakers of Black English are necessarily inferior students. True or false? Support your view from the content of the chapter.

12. What principle do the Lau (non-English speakers) and the Ann Arbor Decisions (English dialect speakers) have in common?

Discussion Questions

1. What form should bilingual education take in special education, (e.g., bilingual, bicultural, ESL, HILT, etc.)?

2. How might bilingual education vary by type of handicap?

3. In concept, do you see differences in approaches to teaching English as a second language (to nonnative born) vs. English, or sign language, as a first language?

4. The Ann Arbor Decision was intended to change teachers attitudes about Black speakers and their teaching of reading. In your opinion, was this sufficient? How can instruction in standard oral English be improved?

5. How is oral English taught in the public schools? What methods, what procedures are used? Is it taught as systematically as reading or writing?

6. How do you interpret the data concerning children's talk during instructional time? What might be the implications?

7. What impact will bilingual special education teachers make serving bilingual or semilingual non-speaking students in special education?

8. In many respects teaching Black English appears to be a dead issue in the schools. Do you agree or disagree, and why?

9. What is the role of edcational objectives in bilingual education? Do you agree with the Englemann approach?

10. Opportunities for use of standard English in the classroom appears to be a major factor in learning the language, i.e., incidental teaching. Do you agree? How can teachers increase these opportunities for oral and written responding?

11. Language assessment is currently a fast developing area. What are the current implications of recent language/dialect decisions on special education?

    A. Benefits?
    B. Problems in methodology?
    C. Problems in current practice?
    D. Implications for the classroom teacher?

Discussion Questions

Name: ____________________

Area: Language

Date: ____________________

Instructions: Please prepare written comments and/or notes in response to each question. These notes can be used by you during the discussion period and will be turned into your instructor as evidence of your preparation. Please attach additional sheets as required. Please number each of your comments to correspond to the number of the issue question.

Previous Discussion Points on Language Issues

1. What form should bilingual education take in special education?

-- Bilingual/bicultural education would be the ideal form. However, setting up such a program throughout a school district does not seem to be realistically feasible because of economic and personnel considerations. The English as a Second Language (ESL) method would appear to be a more realistic goal - at least this method could be used in the initial implementation of a program.

-- One of the first things that must be determined is whether the child is a special education student or not. Because a student is bilingual or mono-lingual does not mean he is a candidate for Special Education. Ideally, bilingual education should be bilingual/bicultural - with both languages being strengthened.

-- Perhaps the form of bilingual education that should be used in Special Education is the bilingual/bicultural program. The emphasis that has been placed by many groups on retaining aspects of the native culture would seem to make this more acceptable. For the most part, special education students with other problems would probably most benefit from this program. Students from other cultures will most likely continue to be exposed to that language and culture. It would be more practical to teach the student to function in both cultures if at all possible.

2. How might bilingual education vary by type of handicap?

-- As in education of any handicapped child, an individual program needs to be developed for each child taking the conditions and limits of the handicap into consideration. It appears to me that children whose handicap is in a sensory area will need to have a program developed to include the family if effective results are expected.

-- Bilingual educators should have a clearer understanding of the fundamental educational needs of the different handicapping conditions of students. Variety should be displayed in bilingual education, stressing not only general education, formal/informal, but also vocational preparation and education in living with a handicap.

-- If a student is mentally handicapped, the instructional program should be adjusted to ability level. If there is a speech handicap, certainly, adjustment in the speech training should be reflected in the bilingual/bicultural program. In L.D. the bilingual instructional program should reflect L.D. prescriptions.

-- If, as stated in the belief, "bilingual education in the United States has been introduced to serve children with limited English proficiency", or those who do not know how to speak English at all - the education would only vary according to the limiting capabilities of the student (e.g., hearing impaired, autistic). If the student has language the method of instruction would be different from the instruction of a student without language.

3. In concept, are there differences in approaches to teaching English as a second language (non-native born) vs. English, or sign language, as a first language?

-- There probably are differences in approaches. However, through my limited experience in this area, it appears to me that modeling is one of the most effective methods of teaching and learning and could be as effective in teaching English as a second language, as it is in teaching a first language.

-- Teaching English as a second language would be an open-end situation for students because the process would develop individuals capable of effectively functioning in a culture based on Standard English concepts.

-- I would think so. English as a second language takes on less dominant role in the milieu of the individual. If English is not to be the dominant language, then the various nuances, syntaxes, etc. will probably not be stressed to the degree that they would if English were the dominant language.

-- I believe there would be some differences in approaches. The language the child has acquired and understands cannot be ignored. If there is no language or English is the first language there is no need to build on language patterns acquired or match concepts and words for meaning.

4. The Ann Arbor Decision was designed to change teachers attitudes about Black English speakers. In your opinion, is that sufficient? How can instruction in standard, oral English be improved?

-- Attitudes are not changed by legislation. The effectiveness of the judge's decision can only be determined by the type and caliber of program designed by the district to teach staff how to deal with the problem. A well planned program using methods which are successful with students will encourage teachers and change attitudes.

-- Laws and court decisions do not cause changes in human attitudes, therefore, I feel that this decision hasn't caused changes in teachers. Teachers should be sensitized to the recognition of Black speech as not being inferior to Standard English but another human (group) ethnic expression.

-- No. By stressing correct usage in school and providing or pointing out adequate role models for students.

-- Attitudinal change is difficult to achieve and more difficult to measure. Just to attempt to change attitudes is not sufficient. The training of teachers to recognize and understand the "dialect" is a positive step. Instruction can be improved by direct teaching, providing opportunities for students to respond appropriately, and by modeling.

5. How is oral English taught in the public schools? What methods, what procedures? Is it taught as systematically as, say, reading or writing?

-- Oral English is taught most effectively by teachers of young primary age children in most cases. For example, kindergarten and first grade children are encouraged to share experiences in "show and tell" periods. Unfortunately, this type of sharing is not used as a teaching tool as often with older children.

-- Oral English is taught via sentence structure (ask questions, answer), grammar, speech (read aloud). For the most part, it is not systematically taught.

-- In the early grades very little is taught through reading materials and the teacher talking to the children. Rarely is it taught as systematically as reading or writing. Perhaps more opportunities for children to express themselves, with appropriate corrections would be an improvement over the current method.

6. How do you interpret the data concerning children's talk during instructional time? What are the implications?

-- Children are seldom asked to express themselves orally during instructional time. Unfortunately, many teachers require expression to be mainly in written form. Many children who are not allowed to express themselves orally develop behavior problems in school. Also, failure to allow children who use English as a second language to express themselves orally further complicates the language problem.

-- Verbal expression during instructional time has great implications because through this activity students and teachers will benefit by immediate feedback on concepts being taught in the classroom.

-- Conversation during instructional time can it but create a positive learning environment with appropriate role models.

-- Interpretation of the data reveals that children do not have enough opportunities to verbally respond in complete appropriate sentences. There should be more teacher-pupil, pupil-pupil interaction for dialectical patterns to be corrected and standard English substituted. If children do not have these opportunities early, inappropriate language patterns are developed and are harder to change as the child becomes older.

7. What impact will bilingual special education teachers make serving bilingual or semilingual nonspeaking students in special education?

-- If bilingual special education teachers were available, the effectiveness of special education programs would be greatly improved. One of the greatest assets of such expertise would be in screening and diagnosing bilingual children.

-- Bilingual teachers in special education will impact the forcasting of students' educability and probable types of educational needs. Also they will enable students to use ethnic language transformations in Standard English.

-- Tremendous effect. Adequately trained, the impact can be magnanimous.

-- The bilingual teacher should be able to relate to the child, his problems, understand and serve as a positive model in addition to being able to work with the handicapping condition.

8. In many respects, teaching Black English in schools and/or bilingual education for speakers of Black English appears to be a dead issue, at least in the educational community. Do you agree, and why?

-- Yes. Most educators feel Black English can be dealt with using incidental teaching situations.

-- I don't feel this issue is dead, due to court decisions regarding Black English. Where and how to utilize Black English in the educational community is the problem.

-- Yes. Being knowledgeable about Black English should be a vehicle for Standard English. Teachers should know it exists, but not stress its usage.

-- I believe that a child must function in a society where Standard English is the accepted. To teach or even encourage the use of Black English is not helping the student. To recognize the dialect for what it is and help the student to speak adeptly is important.

9. What is the role of educational objectives in bilingual education? Do you agree with Englemann's approach?

   -- Very much so. Use of objectives in teaching, especially with children in special education is imperative if systematic progress is to be made.

   -- Teaching Standard English using ethnic language environment (concepts) for special education (minority) students. Yes.

   -- Set up systematic learning tasks. Yes.

   -- The role of educational objectives is to enable children to function in English but continue to receive instruction in the native language so as to be able to take full advantage of the skills previously learned. I believe the Englemann approach offers a very structured program usable not only for language but other areas of the curriculum.

10. Opportunities for use of Standard English in the classroom appears to be a major factor in learning the language, i.e., incidental teaching. Do you agree? How can teachers increase these opportunities for oral and written responding?

   -- Yes. By making the learning environment an "action" one. There should be a lot of interaction and not an environment where the student is not stimulated to respond orally for a good part of the day.

   -- Yes. I would agree that the practice and opportunities for uses of the language is a major factor in learning. Teachers can increase these opportunities by providing students with more opportunities to respond. Teachers should do less directing and more interacting.

   -- Yes. Teachers should incorporate opportunities in daily classroom activities which would elicit increased student oral and written responses.

11. What are the current implications of recent language/dialect decisions on special education?

   -- Language assessment has been one of the "hottest" issues, not necessarily for special education but for the total district. The influx of bilingual and/or semilingual individuals in to the system has created an ever increasing dilemma for many districts.

-- The one important point that must be realized by special educators is that because a bilingual/semilingual student is not achieving does not mean she or he is a candidate for special education. Every imaginable curricula approach must be broached in programs designed for students in the regular program and adjusted for effect with the bilingual/semilingual student prior to a special education referral.

-- Language dialect decisions must be approached in the same manner as discussed above. Standard English must be taught to those children and a step by step building program must surface to bridge the void between racial/geographical dialect expressions vs. standard English.

-- To adequately administer assessment tools to language/dialect and or bilingual/semilingual students, the "tester" must be proficient in the dialect and/or language and the tools must be suitable for the task. Often a mere translation into a foreign language is not sufficient to address the potential cultural, socio-economic bias.

-- Language/dialect decisions may relate back to the cultural differences but poor English should not be allowed to be taught. Differences must be understood in evaluation but they should not be taught.

-- Current implications reveal that education like our culture is diverse, and all diverse parts are equal to the sum of the whole.

-- I think that teachers should be aware of the fact that some children speak different dialects and languages and use them as vehicles to teaching standard language.

A. Benefits?

-- Perhaps the most important benefit realized is the realization of differences - culturally as well as socially and economically. Also, education has been forced to evaluate instruments as they relate to the total assessment task.

-- Some children would derive benefits from the teacher accepting his language and manner of communicating without ridicule. To reject a child's language is much like rejecting the child and his culture. However, the child's language can be accepted and used to show him that there are different ways of expressing what he has said. He could also be shown the appropriateness of languages for various situations such as job interviews, social activities, peer talk, etc.

-- Benefit can be noted in the differences that are taken into consideration when evaluating.

-- Recognition of cultural differences as important to the educational process.

B. Problems in methodology?

-- Assessment instruments are not available in the various languages and dialects nor are there examiners available proficient in their use.

-- By the very nature of some of the language differences, many evaluating procedures cannot keep up with changes.

-- One of the major problems is that teachers may not know the language or dialect a child speaks. Therefore, assessment of a child who speaks differently may be difficult.

-- Results of assessment would most likely be a result of socioeconomic status rather than a difference in culture.

-- The methods used in assessing a child in the language area are complicated if the child is bilingual. Identifying qualified examiners, particularly if the language is not one frequently found in that area, is difficult. That assessment is further complicated if this bilingual child is handicapped, for example, a blind, Vietnamese child. Valid testing results can only be obtained if the child and the examiner are able to develop a rapport and the child is able to express himself comfortably.

C. Problems in current practice?

-- Recent practices have not considered these individual concerns to the degree commensurate with their real impact.

D. Implications for the classroom teacher?

-- Additional in-service will be necessary for teachers of these students. In-service, in terms of language/dialect, bilingual/semilingual differences and the "appropriate" strategies and methodologies useful in addressing same must be operable.

-- The problems of implementing programs for children with language/dialect needs will call for resource/in-service assistance for classroom teachers. Information on how to deal most effectively with these children and materials made available to meet these needs seem to be indicated.

-- The classroom teacher will need much in-service training to deal with this. In bilingual situations, perhaps, more specialists will need to be developed.

-- A learning process also for classroom teacher.

Suggested Application Activities

1. Based upon your reading in this unit, identify some examples of non-standard English. List your examples.
2. Select a student from your class and apply the procedures of incidental teaching to improve language usage. How successful was your attempt?
3. Select a child from your class: (1) assess the language used by the child, (2) apply the procedures of direct instruction - give the child a simple exercise based upon your assessment of the child's English.
4. Devise a plan of action that would allow students in your class to increase their opportunities to use standard English and implement the plan. Report your results.
5. Based upon your knowledge, readings in this volume and your immediate environment-classroom, school building, community, etc. - plan an exercise to make your students aware of the language differences often found among students of different backgrounds. Discuss the importance of standard English in school and work worlds.
6. Other

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Chapter V

Learning Style Issues

Objectives

After completing this chapter the student will be able to:

(1) Define the concept of learning styles related to minority students and describe the implications of this concept applied to teaching.
(2) Describe the characteristics often ascribed to minority/ethnic learners.
(3) Relate the likelihood of these characteristics to the factors (a) degree of assimilation, (b) socioeconomic level, and (c) proficiency in standard English.
(4) Describe learning styles of handicapped children in terms of sensory modality theory.
(5) List aspects of direct instruction that are relevant to the teaching of minority children.
(6) Review and present the research support for each of three major areas as they relate to the effective education of minority children.

With the concerns of minorities regarding academic tests discussed in Chapter III fresh in mind we now turn to a consideration of minority learning styles in education. It appears to be widely recognized both by teachers and in the literature that minority children have different styles of learning because of the diverse social values and customs of these groups. In many cases, for minorities from rural and nontechnical societies, learning occurs in the context of human interactions and their formal educational experiences are limited.

Chinn, reviewing Anderson (1977) notes that "no group of children can be said to have a cognitive deficiency in an absolute sense. The ability to perform cognitively may be more a function of experience and the context of the situation in which a culturally diverse child is required to perform." Thus, the style of learning, not the nature of learning, may be different (Bland, Sabatino, Sedlak, & Sternberg, 1979). Further, it has been suggested that minority learning styles may cause students to behave or respond in a manner that sets them apart from the majority of students (Cohen, 1976). As defined by Witking (1974), learning styles are the self-consistent, preferred modes of thinking, perceiving, and processing information specific to a different racial or ethnic group. Learning styles have also been defined in terms of observable and distinctive patterns of classroom behavior.

It follows logically then, that knowledge of such styles for specific children might well contribute to the education of these students, and lack of such information may likewise contribute negatively to the child's education. The purpose of this chapter will be to examine the literature on learning styles as applied to minority students, examine similar theories, specifically sensory modality theory applied to handicapped students, and examine aspects of known effective instructional methods for educating minority and low socioeconomic children.

Learning Characteristics and Styles of Minority Children

Keeping in mind that we are considering general characteristics of minority learners that may not apply to any specific student, we begin. Examination of the literature in education and special education reveals the presence of "special curriculua" and educational efforts on behalf of minority students, especially those of low income, often labeled disadvantaged. Historically, the most extensive and well known efforts were Head Start, Follow Through, and the Title I programs of the 60's and 70's. In the areas of compensatory education much of the work has been done establishing methods to meet the needs of academically delayed minorities. These programs were designed to create and evaluate promising programs for disadvantaged students, students failing in the regular education system. These programs continue to the present day. Thus, Bland, et al. (1979), concluded that the literature allows one to conclude that special curriculum and modes of presentation have been designed to better serve both minority and handicapped student groups. At this juncture we may ask "To what special needs have these programs responded?" Past research has pointed to areas in which minority students may have severe learning problems. In the area of speech and language:

> "Research on the minority child's verbal and cognitive capacities (McReynolds & Huston, 1971) suggests non-fluency, foreshortened utterances, simplified syntax, and short utterance length are common characteristics. Similarly, one-word replies to questions, limited expressed affect, strange intonational, and paralinguistic features, and phonological hyperconnections also tend to be observed in most minority (culturally/linguistically different) children."

In the area of learning and cognitive development:

> "(a) language differences (Ausubel, 1965; Bereiter & Englemann, 1966; Gordan & Wilkerson, 1966; Hurst &

> Jones, 1967; John, 1963; Osborn, 1968; Passow & Elliott, 1968); (b) *perceptual inadequacy* (Deutsch, 1964; Gordon & Wilkerson, 1966); (c) *difficulty in shifting from concrete to abstract reasoning* (Blank & Solomon, 1969; Siegel & Olmstead, 1970); (d) *slowness and rigidity in cognitive functioning* (McCandless, 1952; Riessman, 1966; and (e) *intellectual deficits established and manifested by significantly lower IQ scores* during the preschool years (Baughman & Dahlstrom, 1968; Birren & Hess, 1968; Hertzig & Birch, 1971)."

In the area of motivation and self concept:

> "Immediate, rather than delayed, gratification (Lewis, 1966, Webster, 1966), reacts with higher levels of performance for concrete rewards (Zibler & DeLabry, 1962), and displays poor self-image and feelings of worthlessness (Passow & Elliott, 1968)." (Bland et al., 1979, p. 158.)

Cultural Determinants. Cultural perceptions and values may also tend to create differences in behavior patterns that may initially be at odds with those expected in school (Cole & Scribner, 1974). These behaviors have also been described as learning styles (Gaye, 1978; Ramirez & Costaneda, 1974). For example, some Asian children tend to maintain a passive posture in the classroom, speaking only when spoken to, as is expected of them at home. Cultural values and behaviors often attributed to Asian Americans are restraint of strong feelings, cooperation, obedience to authority, dependence on the family, formality in interpersonal relations, intolerence for ambiguities and unstructured situations, and conformity and social inhibition (Sue & Wagner, 1973; Johnson & Johnson, 1975; Ogawa, 1975). Cultural values resembling those of Asian Americans also exist among some American Indians (Schlegel, 1973; Sata, 1973), Mexican Americans (Sierra, 1973; Jaramillo, 1974; Avellar & Kagan, 1976), and native Hawaiians (Gallimore, 1974).

Some American Indians will not compete in the same manner as majority group children. They are often taught that excellence is related to one's contributions to the group and cooperation for group survival is more desirable than competing for personal recognition and gain. In some tribes personal stature is won by giving away one's most valued possessions, rejecting the material world and providing for the well being of the group. Likewise, it has been noted that low socioeconomic children, which cut across all minority groups, place great emphasis on physical skills since many of their immediate role models tend to have occupations related to physical and manual abilities. Playground football, baseball, or basketball may promote vigorous and serious competitions, since excellence in athletics is often viewed as a fast one-way ticket out of the ghetto (Chinn, 1979; Cohen, 1976; Taylor, 1974).

> "We keep saying that Johnny can't read because he's deprived, because he's hungry, because he's discriminated against. We say that Johnny can't read because his daddy is not in the home. Well, Johnny learns to play basketball without daddy.
>
> We do best what we do most, and for many of our children that is playing ball. One of the reasons Johnny does not read well is that Johnny doesn't practice reading". (Raspberry, 1976, quoting the Rev. Jesse Jackson).

The model values of black Americans include early independence from family control, collective cooperation, informality and spontaneity, person-orientation, oral tradition, and verbal dexterity (Hannerz, 1969; Schulz, 1969; Labov, 1970; Young, 1970). The learning habits of Black, Mexican American, Asian American, native Hawaiian, and Cuban students has been referred to as "relational", in that they are more experienced with educational environments that employ social-centered learning materials and techniques, cooperation among students, verbal tasks, learning by modeling and imitation, and global aspects of conceptual learning. They also are sensitive to the opinions of others, and respond well to authority figures who express confidence in their intellectual abilities (Sue & Wagner, 1973; Ramirez, et al., 1974; Ramirez & Castaneda, 1974).

Burgess, Cortes, and Hale (1968) maintain that Black, Mexican, and native American children are also more involved in the affective dimentions of student behavior, while their white peers have been conditioned toward the cognitive functioning which the schools value and stress. For example, the average middle class child is more likely to view the school as a highly valued institution. By the influences of the child's parents, siblings, and others in the child's environment, his/her perceptions of school will likely be positive. School is viewed by the child as a place where learning takes place and where learning is an enjoyable experience. School is also viewed as a positive social institution where the child is valued by teachers and peers (Chinn, 1979). This may not be the case with many minority and handicapped children.

The core values of Anglo Americans and mainstream American culture encompass object-orientation, competitiveness, rationality, the work ethic, material well-being, assertiveness, and equalitarianism in interpersonal relations (DuBois, 1972; Holt, 1972; Gladwin, 1974). These values are institutionalized in the U.S. as school norms, they permeate the entire educational process, and they constitute the criteria for success in school (Gaye, 1975).

In contrast, the economically limited child tends to be disillusioned by education, many minority group parents view school from a more negative perspective. Older siblings often share the same perceptions. Minority group children frequently enter school with little enthusiasm since for others in their world, it has been an institution which represents failure, frustration, rejection, and/or discrimination. Consequently, many low income and culturally diverse individuals see little hope of escape from this aspect of life (Chinn, 1979). Jones (1977) maintains that, in many instances, the minority child's home environment does not provide the self-concept, opportunity, motivation, or the capacity to deal with the school effectively.

A significant barrier to the successful study of learning style and its utility in educational planning is the heterogenity of racial and ethnic groups. It has been noted that minority children are so heterogeneous, it is difficult to know what set or sets of values any one minority group holds. Valentine (1974) found, in one urban community, fourteen different black subgroups consisting of many distinct sociological mores. It is believed that these findings are true for other minority groups as well. While it is important for educators to be aware of the possible influences of different cultural values on the behavior of minority group children, it is equally important to recognize the dangers of stereotyping and overgeneralizing these characteristics to all children from a particular minority group (Chinn, 1979). For example, if an American Caucasian youth were brought up from infancy by a group of Japanese immigrants, the child's traits (values, behaviors, etc.) would be strongly influenced by that group regardless of the diversity of the child's own genetic ancestry (Longstreet, 1978). Accordingly, the cultural group in which interaction is established is a highly influential factor during early childhood.

Aspirations as Determinants. Rosen (1959) found that black mothers of lower socioeconomic status had aspirations for their children to achieve higher levels than that of their own, both in terms of education and occupation. Rosen (1959) found that educational aspirations to attend graduate school increased in occurrence from lower-class to higher-class status. On the other hand, the number of individuals who would be satisfied with some high school or high school graduation was greater at the lower-class level than at the higher-class level. While high occupational aspiration was expected for children of parents of higher socioeconomic status, parents with high occupational aspiration for their children from lower SES levels decreased from upper to lower class. This same trend was true for aspriations for one's self as well as one's children.

A number of other investigators have looked at aspirations of lower and middle-class status groups. They found that this same basic trend held true in their studies (Cramer, Bowerman, & Campbell, 1966; Berdie, 1954; Lipset, 1955). Weiner and Murray (1963) found that both middle-class and lower-class parents have high levels of aspirations for their children's education and occupation. However, the concept of education was different for each social class specifically in terms of realistic expectations of achieving the goal. For example, if both middle-class and lower-class parents were asked if they wanted their children to attend college, both groups answered "yes." However, the middle-class parents hoped that their children would go to college, but they did not actually expect it. The lower-class parent appears to take into consideration the opportunities and feasibility (access, economics).

Intellectual Ability as a Determinant. Research indicates that intellectual ability and academic performance tends to be more discernible along socioeconomic lines than cultural or race lines. Burnes (1970) conducted an experiment to determine group patterns of intellectual abilities in Negro and white students from lower and upper-middle class homes. It was found that all students from upper-middle class homes scored higher on the Wechsler Intelligence Scale than all students from lower-class homes. A significant difference in the patterns were found between socioeconomic groups, but not race.

Werner, Simonian, and Smith (1968) explored the effects of ethnicity and socioeconomic status on measures of ability and achievement among preschool and school-age children in Hawaii. The authors looked at five ethnic groups of children: Anglo-Caucasian, Japanese, Filipino, Hawaiian, and part-Hawaiian and Portuguese ancestry. They found that the more accelerated groups - those groups that had been assimulated into the dominant culture - scored higher than the less accelerated groups. Mumbauer and Miller (1970) found that low socioeconomic preschool children were less efficient in intellectual performance than advantaged children of the same age.

Wylie (1963) found that both lower-class white and black junior high students generally gave lower estimates of their school work ability than did white middle-class children. This general trend appeared to hold true regardless of the ethnic group. Beck and Saxe (1965) maintain that children from low socioeconomic (disadvantaged) environments have a meager environmental basis and limited opportunity for developing cognitive skills, and are often unprepared to cope with the formal intellectual and learning demands of school.

Majoribanks (1972) found that such factors as: (1) achievement, (2) activeness, (3) intellectuality, and (4) standard language development were a common set of environmental factors that can be identified as accounting for a large percentage of the variance in different measures of learning performance of children from different cultural settings. While such factors as: (1) high disease rate, (2) crime, (3) social disorder, and (4) deficiencies in linguistic skills, have been identified as factors that may retard intellectual development (Deutsch, 1965; Hebb, 1949; Hunt, 1961). For example, Clark and Clark (1959) found that intellectual achievement improved for adolescents and young adults who had experienced severe deprivation, after being exposed to conditions aimed at reversing deprivation effects.

Bruner (1960) states that "...exposure to normally enriched environments makes the development of such cognitive strategies possible by providing intervening opportunities for trial and error". A fostering environment for children can facilitate intellectual development thus, certain environmental conditions increase the likelihood of learning cognitive strategies (Bruner, 1964). Crandall and Stevenson (1963) investigated the environmental factors present in middle-class (enriched environments) homes. They found that among middle-class elementary school children their environment was structured for academic achievement. These children were motivated from a very early age to do well in school. They tended to conform with and incorporate adult values and prescriptions, while at the same time they appeared to be self-reliant, assertive, competitive and aggressive in their academic experience.

It is believed that the middle-class child is more likely to have been continuously prodded intellecturally and academically by the parents and rewarded for correct answers, whereas, in the main, the lower-class child's parents have seldom subjected the child to the pressure of formal adult-child learning situations (Deutsch, 1965; Deutsch, Brown, & Cherry, 1964). The middle-class child is likely to have experienced, in the behavior of adults in his environment, the essential ingredients implicit in the role of the classroom teacher. For the lower-class child, relating to the teacher and school officials requires a new kind of behavior, (Academic Survival Skills, Cobb, 1972), for which the child has not been prepared.

According to Merton (1957), lower class families suffer from differential access to the institutionalized means for achieving culturally prescribed goals. Aside from poverty, deprivation frequently involves socially structured inequalities in education as well as other opportunities for improving a child's academic performance. While

Cancro (1971), and Eckland and Kent (1968) maintain that families from enriched environments (middle-class) confer upon their members an integrated set of norms and values which carries down from generation to generation, in addition to access to the means of good education. Thus, the middle-class generally experiences a relatively unique pattern of behavior - attitudes, perceptions, goals, etc. toward education - which has a direct effect upon cognitive development of children in such an environment.

Chinn (1979) makes the observation that differences in cultures, either foreign or national, are apt to be more striking among those in the low socioeconomic levels of that ethnic group because they are less assimilated into the mainstream culture than are those in the middle-class. Thus, as mentioned earlier, we can expect recent immigrants to have more difficulty adapting and performing successfully in the U.S. schools because of variation in language, and prior classroom experiences. Thus, the use of technology in the classroom (i.e., electronic devices, programmed instructional materials, etc.) may provide formidable challenges to students from non-technological third world countries.

The three major socio-cultural variables that appear to contribute substantially to learning style differences and behavior at odds with that expected in the classroom are summarized in Table 11.

Table 11

Variables Affecting Learning Styles

Degree of Assimilation (Immigrant Generation)	Socioeconomic Status	Standard English Speaking	
Recent Past	Mid-High	Yes	No
	Low	Yes	No
Distant Past	Mid-High	Yes	No
	Low	Yes	No

The prediction of children who will enter school with substantial learning and behavior style differences will occur most prevalently among students who are recent immigrants, low in socioeconomic status and who are non-English speaking. In contrast, students who are recent immigrants but with high socioeconomic status and who are English speaking will likely have considerably less problem achieving in U.S. schools. Both Vietnamese and Mexican Americans exemplify both situations because of their recent immigration status. Blacks, and Hispanics, whose families immigrated in the distant past will more likely have problems as a result of low socioeconomic status and as speakers of dialects of English.

Recent support for this position was provided by Valencia, Henderson and Rankin (1981). They found that the most powerful predictor of tested intelligence was a language/schooling factor consisting of (1) language spoken at home, (2) language in which the test was administered, (3) the educational attainment of the mother and father, and (4) the country in which the parents were educated. The most competent children were from homes with greater assimilation of the parents, higher socioeconomic status, and speakers of English (Table 11). Specifically, children performed higher from homes in which the home language was English, the test was administered in English, whose parents were educated in the United States, rather than Mexico, and whose parents had attained the highest levels of formal education. It was further reported that two constellations of factors were consistently observed. These were (1) families in which the parents were educated in Mexico, generally spoke Spanish in the home, and had a relatively limited degree of formal education versus; (2) families in which the parents had been educated in the United States, spoke English in the home, and had completed more formal education than their counterparts in the first constellation.

Almanza & Mosley (1980) suggest the possibility that information about specific cultural groups could be taken into consideration by matching the learning style to the teaching task. In this case, they suggest that Black children have a richer movement repertoire than do white students. Thus, the curriculum probably needs to be in segments that allow tasks of short duration and do not require the child to remain stationary. The authors qualify this statement by indicating that Blackness does not necessarily mean a child will be more active, but that the possibility does exist and should be considered. It should be noted that in terms of cognitive style, the authors conclude that "the students who require the greatest amount of task structure and teacher attention and who also show signs of distractibility and hyperactivity often tend to be minority children of low income parents" (Almanza & Mosley, 1980).

To date, researchers and practitioners have only begun to investigate learning styles and their implications for teaching. Currently there is little empirical support for specific styles of learning and no support for the effects of matching styles to teaching tasks as it might effect academic achievement.

Learning Characteristics and Styles of Handicapped Children

Similar difficulties in learning and performing to expectation in the regular classroom setting have been attributed to handicapped children.

Mentally retarded children are partially defined by significantly low intelligence, achievement, and indices of maladaptive behavior. Learning disabled children tend to perform significantly lower in selected academic subject areas. Behavior disordered children show extreme ranges of social behavior, from agression to withdrawal. Physically handicapped children, deaf and blind children, have selected deficiencies in academic performance due to damage to motor or sensory modalities.

One of the major theories applied to the learning styles of handicapped children has been that of sensory modalities (Arter & Jenkins, 1977).

Sensory Modality Theory

Supporters of this view focus on the relationship of sensory modalities of learning disability. Chalfant and Scheffelin (1969), Luria (1966), and Wepman (1968) maintain that a particular sensory modality may be so inefficient for some children that it is an unproductive pathway for learning. Moreover, it is asserted that children with learning problems have a much greater facility when using one sensory modality that when using another. For example, some children learn best by listening; and some learn best by touching or performing an action. Each of these ways of responding and perceiving information is called a sensory modality.

Sensory modality is used to mean the mechanism by which the organism recognizes and interprets sensory stimulation. Accordingly, several modalities have been identified, (i.e., auditory, visual, tactile, kenesthetic, etc.). Chalfant and Scheffelin (1969) have identified a number of modality characteristics presumed to show a relationship to the child's success or failure in performing various tasks. The tasks are analyzed in terms of the perceptual channels required in order to receive the presentation and perform the task. These channels are auditory, visual, kinesthetic, or tactile in nature. Some of the characteristics associated with the modalities are listed below.

Auditory processing. The mechanism for processing auditory stimuli is the human ear. Myklebust (1957) maintains that for students whose auditory pathway is unproductive for learning, a deficit in their hearing acuity has occurred thus blocking incoming acoustic stimuli and interferring with their perceptual process. According to Chalfant and Scheffelin (1969), children who have difficulty processing auditory stimuli may be observed to perform poorly in some of the following tasks: (1) identifying the source of sounds; (b) discriminating among sounds or words; (c) reproducing pitch, rhythm and melody; (d) selecting significant from insignificant stimuli; (e) combining speech sounds into words; or (f) understanding the meanings of environmental sounds in general.

Visual processing. The process for receiving, integrating, decoding or interpreting visual stimuli has been commonly referred to as visual perception. Chalfant and Scheffelin (1969) maintain that students with visual perception disorders have difficulty in : (a) visually examining the individual details of an object; (b) identifying the dominant visual cues; (c) integrating or combining individual visual stimuli into simultaneous groups and obtaining meaning from the object; (d) classifying the object in a particular visual category; and (e) comparing the resulting hypothesis with the actual object as it is perceived.

Haptic processing. Haptic processing refers to information received through two modalities - tactile and kinesthetic. The term haptic is used to refer to both systems. Tactile perception is obtained through the sense of touch via the fingers and skin surfaces. The ability to recognize an object by touching it, to identify a numeral that is drawn on one's back or arm, to discriminate between smooth and rough surfaces, to identify which finger is being touched are examples. Kinesthetic perception is obtained through body movements and muscle feeling. The awareness of positions taken by different parts of the body, bodily feelings of muscular contraction, tension, and relaxation are examples of information concerning surface area, size, shapes, lines, and angles; (b) surface texture; (c) qualities of consistency such as hard, soft, resilient, or viscous; (d) pain; (e) temperature; and (f) pressure. The second category, bodily movement provides information about the body itself such as: (a) dynamic movement patterns of the trunk, arms, legs, mandible, and tongue; (b) static limb positions or postures; and (c) sensitivity to the direction of linear and rotary movement of the skull, limbs, and entire body. Accordingly, body movement provides information about the location of objects in relation to the body itself.

Several tactile dysfunctions have been identified. These include failure to: (a) identify the presence of pressure on the skin; (b) localize the point of mechanical stimulation; (c) differentiate two or more stimuli which are applied simultaneously; (d) indicate the direction of an object moving over the surface of the skin; and (e) register sensitivity to pain and temperature (Luria, 1966; Semmes, Weinstein, Ghent, & Teuber, 1960).

In sum, the modality concept includes: (a) visual perception, (b) auditory perception, (c) haptic perception - tactile and kinesthetic modalities. It is thought that children with learning problems have difficulty in using at least one modality. It is maintained by supporters of this theory that, perception is a learned skill, and that the teaching process for children with learning disabilities can have a direct impact upon such children's perceptual skill in light of perceptual deficits. It is proposed that in order to choose the optimum method of teaching, educators must know a child's learning modality, i.e., the best modality for learning. This requires assessing the child's strengths and weaknesses in learning through visual, auditory, and haptic modes.

Considerably more research is available on the effectiveness of modality matching on the learning of handicapped children than learning style matching and learning of minority children. One survey indicated that 87% of the special education teachers surveyed were familiar with the modality model. Ninety-nine percent indicated that modality considerations should be a major consideration when devising educational prescriptions (Arter & Jenkins, 1977). In the same article the authors reviewed 14 experimental studies that assessed modalities and that attempted to match instruction accordingly. Assessment was conducted using tests, most frequently the Illinois Test of Psycholinguistic Abilities (ITPA). None of the studies demonstrated a beneficial effect (Arter & Jenkins, 1977). Thus, in this case there is an obvious paradox concerning a widely taught approach in special education and the research evidence supporting it in the litarature. Arter and Jenkins seriously question use of the theory in the light of the lack of evidence to support its use.

The commonality in learning characteristics for both minorities and handicapped students appears to be the potential for lower than expected levels of academic achievement. These children tend to have fewer academic skills expected for their age and grade level placements. In the case of learning styles with minority children, the limited data base does not allow a formal summary of its concepts, validity, and utility beyond common sense to be drawn. In the case of modality theory with handicapped children it appears that a commonly taught approach is ineffective or at best difficlut to demonstrate so. At this point we will now examine instructional methods and their characteristics that have beeh docummented as effective with minority and handicapped children.

Effective Teaching Formats

It should be evident to this point in the discussion that whatever the learning style or the modality of minority handicapped children, the equivalent diagnosis must be made of instruction in order for the student to learn and grow in school. Regardless of the style or modality, teachers will necessarily have to look at the educational diagnosis - what does the child know and what can he/she do, and what does the child not know. Teaching and the design of instruction begins here. Instructional remedies that are not based on a students academic performance, but rather on style or modality are very likely doomed to failure (Arter & Jenkins, 1977; Englemann, Granzin, & Severson, 1979).

Curriculum can be examined in terms of its content, including the behaviors to be taught, e.g., reading, the social context, i.e., the situations and examples by which it is taught and the formats used. The social context is discussed extensively in Chapter VI. The formats of teaching are the arrangements of stimuli and reinforcements that establish an academic response. Thus, practice, praise, rate of presentation, review, task types, etc. are examples of formats. Formats are designed to take advantage of principles of learning theory and thus teach efficiency.

Direct Instruction. Some of the most exciting results teaching low-income and disadvantaged students has been reported by Becker, 1977; Becker, 1978. As part of the Follow-Through Project in 1967, twenty communities used the Direct Instruction Model. A cross-section of lower socioeconomic groups across the country participated. Included were rural and inner-city Blacks, rural whites, Mexican-Americans in Texas, Spanish-Americans in New Mexico, Native Americans in South Dakota and North Carolina, and students from a variety of ethnically mixed communities. Approximately 8000 low-income students participated. Students were in the program through grade three. Their teachers were trained to use the direct instruction approach in reading, mathematics, and language. To this time in the literature, the general expected pattern for these students has been a trend of below normal achievement that remains stable over the grades or even tends to decline with the student falling farther and farther behind. In this case, however, students moved from the 18th percentile on the reading pretest in kindergarten to the 83rd percentile on the posttest in third grade. As a group the students in third grade were more than one year above the national norm in grade equivalents. In mathematics the group advanced from the 19th to the 54th percentile by third grade. In spelling, the advance was from the 8th to the 49th percentile. In math and spelling the student had caught up to the national norm level (Becker, 1977). The evaluation also indicated that the program ranked first of the 8 other instructional models in the evaluation on student affect and emotion on the Coopersmith Self-esteem Inventory (Coopersmith, 1967) and the Intellectual Achievement Responsibility Scale (Crandall, Katowsky & Crandall, 1965). These instruments measure the students feelings about themselves, how they think other people feel about them, feelings about school and the degree to which they attribute their success or failures to themselves or outside forces. Thus the program appeared to be surprisingly successful in the affective area of performance as well. These results, confirmed by the outside evaluations conducted by the Follow-Through Program, should be considered revolutionary. They tend to confirm both the positions of minority groups concerning the intelligence and learning capabilities of minority children and they demonstrate that instructional procedures can be designed to powerfully effect the academic performance of these children. We will now examine the features of direct instruction that relate to success with minority children.

Scripted Lessons for Teachers. Teachers use specifically scripted lessons to present concepts to children and to call for responses. The lessons are designed by the program's developers after considerable planning and field testing of what actually works with children. The scripts unify the style of presentation across lessons and materials so that a constant style is used. Children are able to adapt comfortably to this form of consistency. The scripts also are designed to insure quality control as all teachers and students using the program will receive the same lesson and not different versions of it.

Task Analysis and Programming. The lessons are organized into a scope and sequence based upon task analysis of the skills needed at each level. Thus, learning proceeds in a planned and orderly fashion. The specific examples and exercises are programmed in small steps so that the error rate for children is always low.

Unit Mastery Requirements. Students are tested frequently, generally at the end of each lesson and each group of lessons, and required to pass at a level of 90%. Errors revealed in testing are recycled with the child receiving additional practice on those problem items. Children advance only as they meet mastery requirements.

Error Correction. Errors are corrected immediately by the teacher and the child requested to respond correctly after the teacher has modeled the correct response.

Practice and Group Responding. The program requires a high degree of practice by students. This is accomplished by a rapid presentation rate and a high level of opportunity for children to respond. Response opportunities are presented both to individuals and to the entire reading group. Group responding requires that all children "say it" when requested by the teacher.

Signals for Student Response. To insure a high degree of student participation the students are taught that specific statements by the teacher like, "What is it?", and hand signals e.g., dropping the hand, are signals for the students to prepare to respond and then actually say it. Thus, it is always evident when and to what stimulus the students should respond.

Small Group Instruction. Small groups allow for better teacher direction and supervision of instruction than either entire group or individual instruction. The direct instruction format in small groups emphasizes oral communication, as children read and respond to the teacher orally. This is an emphasis that children from non-English backgrounds need and is very different than most forms of regular classroom instruction. It also seems clear that small groups enable instruction to be made more fun and reinforcing to the students.

Positive Reinforcement. Teachers use positive reinforcement in all lessons. That is, they learn to praise as the scripts building praise for students for correct responding. Praise occurs more frequently than in most any other instructional programs. Approval is used to confirm a child's correct response, to build self esteem, in addition to serving as a positive disciplinary device. Praise maintains a high level of on task and academic responding.

Consistent Allocation of Learning Time and Academic Responding. The programs also require a consistent allocation of instructional time daily. Both the amount of instructional time, the time spent actively engaged in academic tasks, and the time making academic responses have been shown to be correlated with academic achievement (Greenwood, Delquadri, Stanley & Hall, 1981; Rosenshine & Berliner, 1978). A number of researchers have shown that the amount of learning time provided in schools varies dramatically. Harneschfegler (1978) found a difference of 69 days among schools they examined. Greenwood et al., 1981 found in a comparison of inner-city schools (nearly 100% Black students) compared to suburban schools, (33% Black), a difference in academic response time of 2.5 months per year. They concluded that inner-city students would need to attend school during the entire summer to remain even with the suburban children. They also pointed out that it does not necessarily follow that lower achievers should be lower academic responders. They attributed this difference to the nature of instruction formats used by inner-city teachers.

Research with minority students has also demonstrated the importance of practice and opportunity to respond in the teaching of minority children (Hall, Delquadri, Greenwood, & Thurston, in press). For example, Evertson, Anderson, Anderson & Brophy (1980) found in junior high math classes wherein the teacher was trained in direct instruction principles, that student achievement gain was associated with class discussion or lecture, and public questions (response opportunities). Response opportunities, it was noted, formed a greater portion of teacher contacts with students. Anderson, Evertson and Brophy (1979) found that teachers who seated themselves so as to monitor more of the class, presented overviews of lessons prior to the lesson, and had high rates of academic interactions (call on questions), produced students with higher achievement scores than teachers who did not. Good & Grouws (1977) noted that direct instruction teachers provided more opportunities to learn and provided more nonevaluative, task relevant feedback than control teachers. Filby (1978) found that students' academic engaged time was greater when group lessons were used, brisk pacing with a focus on academic content was used, time spent on organizational activities was minimized, and teachers monitored students and provided feedback during seatwork.

Since the teacher and the curricula control these occasions for students in their classrooms, it is important for each teacher to examine these variables and knowingly plan them into daily lessons.

Reasons for low opportunities to respond in the classroom

Since a key factor in bringing about better academic performance among handicapped inner-city learners appears to be related to increasing the amount of academic responding by these pupils, one wonders why it is not being done. Hall et al., in press, hypothesized a number of reasons for this failure: (1) The need for increased academic responding may not be obvious to the teachers and parents of minority pupils; (2) The curriculum, the training of teachers, and teaching expectations operating in a classroom may work against providing optimal response opportunities for pupils; (3) Increasing pupils' rates of responding may be punishing to teachers and parents, and to the pupils, and (4) School policies are not engineered to maximize academic responding. These reasons are further elaborated.

The need for increased responding may not be obvious to teachers. In many cases teachers structure their classes so that a majority of class time is devoted to teacher activities such as lecturing, explaining, giving directions, and to transition from one subject to another. During these times pupils are mostly passive, not actively engaged in making academic responses. Greenwood et al. (1981), demonstrated that attention to task excluding academic responses such as writing, reading aloud and academic talk, was not a correlate of achievement for minority students. This student pattern at over 50% of the school day indicates that teachers often give low priority to pupil responding. Teachers have often been surprised and offered a willingness to increase student responding when given feedback concerning their inactive students, however, they have not been aware or concerned about this element until it was brought to their attention.

The preservice training and curriculum may work against providing opportunities to respond in the classroom. Nor surprisingly, in methods classes and other teacher training activities, the amount of student responding and practice is not usually stressed as a goal for effective teaching. Rather, emphasis may be placed on effective lesson preparation and presentation, appropriate curriculum materials, and making sufficient progress through the materials during the year. Often, the structure of textbooks and the curriculum is such that teachers feel they must cover all the materials in the book. In fact, district policy and curriculum guides often outline material to be covered in a given year. Sometimes these requirements press teachers to present the material in lecture form, stressing the major points in order to progress rapidly. This can have a devastating effect on slow learners, from which they may never recover. Thus, students are prevented, at times, from having the opportunity to read, write, discuss, or otherwise actively respond during class time, since to do so would slow progress through the material. This would seem to be especially true in classrooms consisting of many low-skilled readers and writers. For example, classroom observation has indicated that teachers call on low-level readers less frequently, and require them to read fewer words during in-class oral reading. Thus, those that need the most practice in these skills may be the least likely to be actively engaged because of the pressure to "cover" the subject matter.

Having pupils increase rate of responding may prove to be punishing to teachers and parents. Another reason teachers and parents have failed to provide opportunities for children to make academic responses may be that to do so may be punishing. If pupils engage in more written work, the teacher has to prepare more material, correct more papers, and provide feedback to pupils about the work they have done. Quite possibly the teacher will become inundated with work as a result.

School policies are not engineered ecologically to maximize responding. A common observation is that children placed in low skill level reading groups often receive less practice and instruction time than those of the upper reading groups. At the beginning of the reading period the teacher commonly calls the high reading group for reading, and then the middle group. When the low group is finally called, oftentimes little or no time remains for the reading period. In one third grade class it was noted that all of the children of the low-level reading group had reading only one day out of six because of this problem and that the one period lasted less than 5 minutes.

In helping parents concerned about their children's low reading performance, the teacher or school will likely discourage parents efforts to tutor their child on materials related to those used in the classroom.

Summary

In this chapter we examined the concept of learning styles as they related to minority and handicapped children. With minority children a constellation of characteristics dealing with language problems, lower achievement and lower levels of motivation and self concept were noted. There was some consideration of specific ethnic and racial styles, their determinants, and the possibility of matching styles to instructional procedures was mentioned. The limited research on this area to date leaves it unsupported as an effective teaching approach. It is not currently possible for teachers to diagnose styles and to prescriptively apply the appropriate instructional procedures. Alternatively, handicapped learning styles, as a function of sensory modalities, were considered. This approach has been advocated since 1967, and is widely taught and well known among special education teachers. This approach recommends the diagnosis of student sensory deficiencies and the matching of instruction to modality strengths or to enhance areas of deficiency. Unfortunately, the research evidence for this approach appears uniformly not to support the approach, particularly in the area of reading (Arter & Jenkins, 1977).

The remainder of the chapter examined the characteristics of direct instruction, a learning theory based instructional format. Due to the research supporting this approach with minority students in elementary and secondary level students, the procedures that appear relevent and generalizable to all forms of classroom instruction were presented. These procedures ranqed from task analysis, programming, and task mastery, to high levels of opportunities for student responding. The chapter concluded with the admonition to teachers to diagnose instruction in addition to their students. Moreover, the utility of learning styles of minority students remains to be demonstrated.

Review and Study Questions

1. Define learning styles as they relate to minority and handicapped students.

2. For minority students suggest 3 factors that likely effect styles different from those of white, middle-class students.

3. Describe the behavioral/academic characteristics ascribed to minority students in the literature. What are the limitations of these characteristics?

4. What are the implications for teachers of students of recent immigration, low socio-economic level, and non-standard English speakers?

5. What do modality and learning style theory hold in common as explanations of achievement and classroom behavior?

6. Define haptic processing.

7. Evaluate the research evidence for the matching learning style to instruction approach for minorities, handicapped, and minority handicapped students.

8. Contrast the difference in research evidence supporting (1) learning styles, (2) modalities, and (3) direct instruction in teaching minority children. What are the implications?

9. List five direct instruction characteristics or features.

10. How do teaching formats differ from the social contexts in curricula?

11. How might direct instruction procedures be meeting the learning styles of minority children?

12. What does it mean to diagnose instruction? How is this different than diagnosing students? What are the implications.

Discussion Questions

1. Are distinct learning styles really attributable to different ethnic culture groups?

   A. To what extent are learning styles inferred from ethnicity and race?

   B. To what extent are learning styles inferred from cultural characteristics?

   C. To what extent are learning styles inferred from socioeconomic factors (income and education)?

2. Are "learning styles" synonomous with different theories of human learning? Do minority children require a different or distinct curricula and teaching approach?

   A. Social learning theory would suggest that how humans learn via models and reinforcement, etc. is universal and operates for all. Do you agree or disagree?

   B. It very well may be that ethnic and minority children may need a special curriculum that teaches academic survival skills or other skills attributed to middle-class children if they are to increase their capacity for learning. Do you agree or disagree?

3. "Socioeconomic factors" and "degree of assimilation" into the middle-class culture appear to be factors related to learning styles. Define and discuss each with respect to their relationship to school learning.

   A. Socioeconomic factors.

   B. Degree of assimilation.

4. What can educators do to make the educational system more conducive to the minority child whose values, aspirations, and behavior are often incongruent with those expected in the educational system?

5. Based upon your knowledge, what are some other factors that affect the school learning of minority children?

6. What factors should educators pay particular attention to in the education of minority children? Why?

7. In spite of the diverse backgrounds of minority children, what are come specific things educators can do to motivate such children to learn in school?

8. The social learning theorists interpret the process of learning as being influenced by environmental factors - modeling and reinforcement. What are some ways that teachers can become a positive role model in the minority child's life? A positive reinforcer?

9. What are some things educators can do to foster an enriched environment for minority children from deprived backgrounds?

10. What are some ways that teachers can find out what values and aspirations a particular individual or group holds? How can they use such information to help foster an enriched learning environment?

Area: Minority Culture Characteristics and Learning Styles

Name: ____________________

Issues Report

Date: ____________________

Instructions: Please prepare written comments in response to each item before our discussion reflecting your ideas and opinions. The notes will be used in the discussion. Please attach additional sheets as required. Number your comments to correspond to the number of the stated issue.

Previous Discussion Points On Learning Style Issues

1. Are distinct learning styles really attributable to different ethnic-culture groups?

Response: Minority children represent a special group of children for whom there is an apparent need to provide unique services to meet their educational needs. Due to the fact that they have differing customs and social values, minority children may have different learning styles. This should cause educators to predicate their success on this basic belief. The chapter gave several examples as to the importance of ethnicity and race as it relates to learning styles. For example, some children from Asian backgrounds tend to maintain a passive posture in the classroom, speaking only when spoken to as is expected of them at home. Some American Indians will not compete in the same manner as majority children, due to the background and the perception of what a competitive spirit means in their own culture. I think this kind of information is indicative of the kinds of social mores that play a significant part in the lives of each of the minority groups that exist within our country. I think educators need to be aware of the fact that background, race, and ethnicity play a tremendous part in determining how children learn, their receptivity to the majority race's customs and spirit in terms of learning.

It has been found that cultural values of a particular race or group tend to be translated into beliefs and attitudes of that group do affect the educational process. For example, the cultural values attributed to the Asian Americans are restraint of strong feelings, cooperation, obedience to authority, dependence on the family, formality in interpersonal relations, intolerance for ambiguities in unstructured situations and conformity in social inhibitions. The model values of Black Americans include early independence from family control, collective cooperation, personal orientation, oral tradition and verbal dexterity. If the cultural value system of these minority groups can fit within the structure designed by the educational system, then our procedural learning process can covary and compliment each other. If not, there is a great likelihood that the minority children will not inculcate within their psyche and within their behavioral patterns, the academic processes necessary for them to be successful students for the most part in the educational process.

The socio-economic factor, perhaps, is the most important factor in learning that there is within this society. Many times one's goals in life are set by the class from which he emerges. Often within America, one is given the idea that one can rise as far as his abilities can carry him. However, I think that aspiration level for most of us, is tempered by the financial support that's found within the family, or within scholarships, or within foundations that can possibly provide the support necessary. Therefore, when one begins to think in terms of a value system and the socio-economic level of students that one is serving, one has to keep in mind the fact that because of the possible, less than middle class environment, many of the structures that we have set forth in our educational program will not be enticing and will not be supportive to the learning styles that are found within the environment in which these children are forthcoming.

-- Yes, because different ethnic/cultural groups have different life styles and values; consequently their learning, thinking, and behavioral patterns are transmitted and are reflected in the child's participation or lack of participation in the dominant culture's educational process.

A. To what extent are learning styles inferred from ethnicity or race?

--Ethnicity/race are reflected in learning styles along socio-economic lines. This, I feel is due to the traditional exclusion of minorities from higher socio-economic levels (classes) and the minority student tends to assume a non-threatening invisible profile in the school environment.

--While ethnicity and race may appear to effect a child's perspective and functioning in an academic setting there is no real evidence to prove this.

B. To what extent from cultural characteristics?

--Cultural value-attitude systems provide the child with a common cultural understanding (knowledge) and their behavior/intellectual responses are geared to situations in which their common values are involved. This fact, being different from the dominant culture's value-attitude system, creates confusion and a cultural crises for minority students.

--Cultural values may influence a child's academic performance but educators need to realize that all children of a particular minority culture do not feel, think or behave in the same manner any more than do all Anglo-American children.

C. To what extent from socio-economic factors?

--Due to limitations in income, employment opportunities, housing, etc., minorities have in a subtle manner accepted or recognized their second class citizenship status; and do not view present education as a means of escape, as reflected in minority students poorer school attendance.

--It appears that the SES of a child may be very influential in determining academic performance. SES could effect many things--nutrition, general emotional status, exposure to experiences, motivation modeling of adults who see themselves as failures.

--It is impossible to separate A, B, or C. All are factors in learning style. Race and ethnic background are not in themselves a factor. Some of the learning traits attributed to race and ethnicity are due mainly to socio-economic factors. However, if there is a strong family tie to a cultural background, that can be a big factor in the learning style. Race or ethnicity, I feel are not major factors but cultural characteristics and socio-economic factors do play a major role.

--From one point of view culture has a considerable influence on learning style since culture effects the meaning and significance a person assigns to objects, events and acts in the environment. From this point of view a person's cultural background would effect the way he thinks, feels or acts in certain situations or toward certain activities, materials and events.

There is evidence that the school achievement of children depends to a large extent upon their experience in the family and local community or neighborhood. Home environment is being increasingly recognized as the most important determinant of educational development. There is also a close relationship between the socio-economic status of a family and the school achievement of children. If parents are in a position to provide those experiences necessary for school success the child usually succeeds. If not, the child may have difficulty.

--If we adhere to what the literature reports it would be difficult to establish that learning styles can be inferred from ethnicity and race alone. I believe it is reported that cognitive learning styles of minorities are closely linked to cultural characteristics. It would be more accurate to say that cognitive learning styles as described in the literature may be attributed to certain cultural characteristics. There are also certain cultural characteristics that are closely related to socio-economic factors. It is difficult to pinpoint or isolate the degree to which these factors contribute to learning styles.

2. Are "learning styles" synonomous with different theories of human learning? Do minority children require a different or distinct curriculum and teaching approach?

Response: Perhaps it is not necessary for educators to develop a different or distinct curriculum and teaching approach for minority children, rather make adjustment in the already established curriculum and learning styles "that are currently operative in our system today". My opinion is that it is not necessary to invent a new wheel, but rather to refine the processes that are already operative so that minority children can learn. Unfortunately, schools have been placed in the untenable position of trying to develop educational systems to make adjustments in the total society for children who have been, perhaps, disenfranchised from the larger majority. However difficult this process may be, it is still encumbent upon educators to continue to try.

A. Social learning theory would suggest that how humans learn via models and reinforcement, etc. is universal and operates for all. Do you agree or disagree?

--In response to question 2A: Social learning theory would suggest that how humans learn, is universal and operates for all.

--Yes, because with every human being, culture serves as a guide; not only providing the individual with models and reinforcements, but also role changing, and insures that roles are compatible with the cultural value-attitude system.

--Nothing is universal or operates for all. In that light I do agree. Nevertheless, the theory is valid and you can see the results of what children are exposed to by their ambitions. In a school for the handicapped, you will see a trend for the students to want to become a teacher or a social worker. These are the role models the students are exposed to.

--Yes, I agree.

--Agree.

B. It very well may be that ethnic and minority children may need a special curriculum to teach academic survival skills or other skills attributed to middle-class children if they are to increase their capability for learning. Do you agree or disagree?

--In response to 2B: It very well may be that ethnic and minority children may need a special curriculum to teach academic survival skills or other skills attributed to middle class children. New teaching skills may have to be developed within the educational program in order to enable ethnic and minority children to absorb the survival skills and maybe skills attributed to middle class children that are primarily learned within that culture. And since minority children do not have this opportunity, perhaps a special or an adjusted curriculum may need to be developed which will enable these children to develop these skills so that they will be able to compete favorably in the larger arena.

--Yes.

--Survival skills are important and need to be taught. If there is a need at a school, survival skills should be taught.

--If it is true that middle class Anglo children approach learning from a cognitive base and minorities approach learning from an affective base and existing schools are based on a cognitive and competitive approach, then I agree, the minority child does need to be exposed to a curriculum that will teach him the survival skills not only needed in the classroom but those needed in the community as well.

--I'd disagree if curriculum refers to materials, etc. Models and reinforcements are more likely to change behaviors rather than further pointing out differences. Curriculum may need to be adjusted but "special curriculum" for "special children", unless absolutely necessary, further points out differences.

--Very much so. All human beings receive deliberate and purposeful instruction from their ethnic/cultural environment; and through these instructions and imitations the individual develops habits which cause him/her to perform social roles not only effectively but largely unconsciously. I feel this fact requires a different teaching approach for minority children.

--I would tend to agree that models and reinforcement play a major role in learning. Whether or not minority children require a different curriculum and teaching approach would depend on what you are attempting to teach. If in fact what is being taught is not based on the experiences the child has and is different from what he has learned, I would say some modifications should be made in the curriculum and the approach.

--Most professionals agree that an individual's success in life depends largely on what s/he learns before the age of five. If this is true, and the expectations for the child is different, these differences must be considered.

--If the purpose of education is to teach a child to function in a majority middle class society and this is how the curriculum is geared, again I would say there should be some modifications. Children who are without certain experiences that are crucial to success in the curriculum must be given those experiences.

--Just because a child is of a minority ethnic group does not mean the child needs a different curriculum if the child has had the same experiences as the child of the majority group.

3. "Socioeconomic factors" and "degree of assimulation" into the middle class culture appear to be factors related to learning styles. Define and discuss each with respect to their relationship to school learning.

--As mentioned earlier, socio-economic factors in learning are perhaps the key factors in learning today. Children from the middle to upper socioeconomic level are heads above in terms of survival skills, in terms of positive attitudes towards learning, in terms of associations in the total educational environment and are heads up on those young people who are in the lower socio-economic environment. If individuals who come from lower socio-economic environments are to compete favorably within the "marketplace", then it will be encumbent upon them to go through auxiliary learning practices so that they will be able to, for lack of a better term, play catch-up to those individuals who have been on a step by step constellation for learning. Many times in order for success, it will be necessary for lower socio-economic young people to begin to assimilate the middle class environmental affective domain. If they are to be successful in terms of being able to compete favorably in the "marketplace", assimilation in terms culture, behavior, and a positive attitude for learning will be absolutely necessary.

A. Socio-economic factors.

--These factors refer to the social and economic elements of culture which either allow or limit citizen participation in positions of leadership and control the special powers in the material aspect of dominant culture/ society. Schools, as other major cultural institutions, are value oriented toward the Protestant Ethnic (middle-class values, ideologies) where virtue is projected in terms of success in an occupation. Most valued models are projected as rational, hard-working, personal fulfilling and socially responsible.

--To minority children this imposed educational discipline creates ethnic/cultural contradictions, because of their low socio-economic environment/background and their inability to achieve these cultural ideals (values).

--Socio-economic factors do play a role in education. In many cases school represents failure and a source of frustration. This is caused by the poor experience of the parents (in many cases) and other family members.

School and education needs to be sold to many people from a poor socio-economic background.

--Socio-economic factors would be based in part on annual income, utilization of community resources, rate of unemployment, neighborhood, living conditions, living space and privacy and education. School curricula is based on middle class culture, hence the child is expected to have had certain experiences upon which to build in moving through a sequence of activities. If the child has not had these experiences and exposure it makes it difficult to relate his experiences to what is being taught. Many children from low socio-economic backgrounds are often labeled "retarded" because they do not fit the established "mold".

--As stated above, there is a close relationship between the socio-economic status of a family and the school achievement of its children. A low income family often cannot afford to live in quality housing and neighborhoods, and provide the type of experiences for their children as the middle class family with a higher income. This was one of the reasons for initiating Head Start Programs--to give low income family children some of the experiences necessary for success in school.

--Socio-economic factors can effect learning when curriculum, teachers values and perspectives, and society's viewpoint are totally geared toward middle class culture. Students cannot relate to learning situations because they often lack experiences to allow them to do so.

B. Degree of Assimilation

--The lower socio-economic classes are not easily assimilated into the dominant culture. Their problems become more apparent. By problems I mean cultural and behavioral differences. These of course are not problems in themselves but can be areas of concern in the educational success.

--Children from minority cultures and from lower income families are not easily assimilated into the dominant culture of society. Because of this, learning based upon a culture they do not understand, it is difficult at best.

--The degree of assimilation will depend upon the extent to which minority children are able to adopt characteristics of the dominant culture, (i.e., English language).

--Degree of assimilation would refer to the degree to which the child is able to adjust, move and function in the middle class culture - How well he relates and how much he absorbs and how much becomes a part of him.

How well the child is able to readjust and incorporate what is taught at school influences how he will move through the system and the success or lack of success he will experience.

4. What can educators do to make the educational system more conducive to the minority child whose values and aspirations are often incongruent with those of the educational system?

--One possible thing the educational system could do is first, to realize that there are differences in terms of ethnicity, race and culture, and, in recognizing this, begin to develop support patterns to the total educational process so that in conjunction with the body of knowledge that young people should learn, there will be support systems in terms of survival skills, different attitudes toward learning, positive support systems within the larger environment, field trips, and presentations. With this arrangement, young people who are from a different ethnicity will have an opportunity to see why the larger society is the way it is and, in seeing the differences, will try to inculcate those attitudes, those attributes and those behaviors that will enable them to be a success within the larger environment.

--If we adhere to the philosophy that what a child learns before the age of five has an influence on his future success, it seems to me, that the establishment of more early intervention and preschool programs would be a step.

Since it has not been established that because a child is of minority population, his values and aspirations are not congruent with those of the educational system, I believe this question might best be addressed by looking at "disadvantaged" populations within minority groups.

Disadvantaged children are in need of a wide range of educational services. Emphasis should be placed on curriculum areas which involve cognitive development, socialization skills, motor development, and language skills. Parental involvement should be stressed with provision for training for parents if needed.

--Educators must be aware where the minority child with different values and aspirations is coming from. The misconceptions need to be resolved. Values need to be reassessed and the worth of the educational system needs to be sold to the individual. If possible the parents need to be involved in this reevaluation.

--Educators could make more and better use of the resources in the community to provide the minority child with success models that he can identify with. Find out what aspirations a child has and help him to locate people in the community to discuss with him his aspirations and directions he should take to achieve his goal.

--Education geared toward teaching of the standards of the majority culture by use of models ani reinforcement should be explored. Experiences such as field trips, audio visual opportunities, and models of successful persons from their own culture can be helpful.

--Educators should become sensitized to minority values/aspirations and provide developmental models, which utilize minority children's habitual responses in various educational situations.

5. Based upon your knowledge, what are some other factors that affect the school learning of minority children.

--One other key factor that I would like to discuss briefly is the fact that there are very few models for these young people on a day to day basis whom they can see and admire and can aspire to be like. I think when you talk to minority individuals about academic excellence and professions, many times they have not seen any minority physicians, any minority attorney's, many minority professionals on a day to day basis. They don't even know any. The only time they see a physician is when they go to public health clinics and many times no minority physicians or health care personnel are in attendance. Therefore, the people they see in magazines, the people that they hear about are in someways, to them, figments of their imagination, and I think on a day to day basis, we need to have within our psyche a clear picture of individuals that can be part of an environment, of a culture, and of an experience that is basically ours.

--Very important factors that affect school learning of minority children would be the child's self-image, how he feels about himself. Does he view the program as revelant to his needs. Is he motivated.

--Problems of poverty and racism affect minority children school learning. Often their background has been characterized by the reiteration of unfounded myths and stereotypes which has produced in the "public mind" images of minorities as being social units incapable of rearing children; children who can adjust to the demands of a civilized society.

--The effect of the teacher can not be overlooked. How progressive and how sensitive the teacher is will dictate how far a child will go. The attitude of the administration provides an incentive for the teacher to improve the quality of teaching skills.

--Acceptance of children for what they are and where they are is essential. Children need to feel valued and proud of their achievements.

6. What factors should educators pay particular attention to in the education of minority children. Why?

--Perhaps one of the key factors is the process by which children learn, the support systems by which the minority children learn, and the attitudes and behavioral paradigms that must exist for these young people to be successful. It will be necessary for educators to reeducate their personnel so that they can be responsive and receptive to those processes that enable minority children to learn.

--Is the program relevant to the child's needs? Is the student motivated? Are parents involved? Does the parent and student have an opportunity to share in the planning? Have early intervention strategies been utilized? It is important that educators keep in mind that children are enriched by their own culture. The culture becomes a disadvantage when a child from a minority background is assessed according to a middle class or different societal standard. The lack of these standards should not become an automatic "put-down" but become a basis for an individualized program.

--Teachers are significant others in the lives of students. As their attitude toward the minority student, their perception of his culture and personal experiences, and their expectations of the child are much more important in determining how that child reacts to the learning situation, than is methodology. Often the teacher and his attitudes more than anything in the curriculum can influence a child's self-concept, motivation and achievement. If the teacher accepts the child, provides success experiences, the child will have increased self-esteem and will be motivated to try new tasks and succeed because this is what is expected of him. On the other hand, if the teacher sees a child as a failure, and begins to behave toward him as a failure, it doesn't take long for that child to adapt a poor self-concept and think that he cannot achieve.

--Reducing the utilization of white middle-class models as an evaluative measure for minority children, because I feel that ethnic/minority cultures, values, etc. cannot be explained by the use of "normative" social models.

--Establishing a good self-concept and pride in themselves is one of the first steps. Children will not achieve unless they are reinforced and encouraged by persons they want to please.

--The factor or factors that educators must look for in the education of a minority child are the ones having the greatest impact on that child. The influence may be that of cultural background or the influence may be due to socio-economic conditions. The influence may be within the family or an external cause such as disease.

The teacher must be ever alert to the signs of problems and be prepared to adapt the program. The bottom line, the most important factor to consider, is the one that has the greatest impact. That factor may vary from child to child.

7. In spite of the diverse backgrounds of minority children, what are some specific things educators can do to motivate such children to learn in school?

--For the most part, educators need to show a relationship between what children learn today and what their future looks like. If you look on this from a reinforcement paradigm, it becomes awfully important for the educator to reinforce children for learning on a day to day basis so that they can see some relationship on a day to day basis rather than pointing to the fact that they are going to be high school graduates, or they are going to go to college, or they are going to be this professional or that professional. Children who don't have models, children who are not really sure where they are going or what the future looks like for them, need to have a building process to go through by which, from the school standpoint and the environmental standpoint, they see some relationship of what they do today with what happens in their life tomorrow and the next day and the next day. For after all, one has to realize for these children, the future is not a bright one, and they are not really sure what the horizon has waiting for them. So it becomes almost imperative that systems begin to show relationships between learning and where these children will be, not next year, not five years from now, but maybe tomorrow or at the end of the week. School systems also need to in-service their teachers in terms of how minority children learn so that they can better prepare a curriculum that is relevant, a curriculum that is meaningful and delivery systems that will be effective. School systems need to involve parents and have more parent contacts and share with them the efforts that they are making and solicit whatever help parents are willing and able to provide. School districts need to provide monitoring systems so that we are sure that, at least educators are trying with minority and disadvantaged young people. This respondent is not really sure that minority children could not learn more and achieve at a greater height if the new delivery systems were at least tried. We have very little documentation in terms of whether the new research approaches with minorities and with the poor were ever really implemented.

--A recognition of the diverse backgrounds. Build on the strengths to address the weaknesses. Assist children in developing a sense of self-worth. Plan enriching experiences. Provide opportunities for exposure. Gear the curriculum to meet the needs of the child.

--Motivation, of course, is the key. Motivation can come from role models. Being a model for a child to imitate is important. Children will imitate what they are exposed to and it is critical to provide the model that will motivate education. Reinforcement is also important. The reinforcement will come from school, parents and friends. If academic success is accepted in these areas, it will help motivate the individual.

--It is important to create non-threatening classroom situations in which children are encouraged to discuss their true feelings, beliefs, etc. rather than bypass them. Educators should also recognize and communicate to each student that he is a worthwhile individual who can make a contribution to the class and plan his educational program at a level at which he can achieve success. It should also be recognized all children have needs other than those academic needs listed in the IEP. Everyone needs to feel loved, to feel important and to belong. These needs are fulfilled by interacting with others.

--By creating learning situations wherein minority children will experience an ever-increasing appreciation of individual ethnic differences and realistic possibilities of finding self-sufficient and gratifying ways of living.

--Reinforcement, encouragement, acceptance.

8. The social learning theorists interpret the process of learning as being influenced by environmental factors - modeling and reinforcement. What are some ways that teachers can become a positive role model in the minority child's life? A positive reinforcer?

--I think this respondent has made an effort to respond to this question on an earlier one. But to reiterate briefly, modeling or having good role models is awfully important and the learning theory or reinforcement theory that is part of the Scenario, can be a positive influence on learning on a day to day basis, week to week basis, year to year basis. Therefore, positive reinforcement in terms of role models is very helpful.

--The teacher probably becomes a role model by virtue of his/her presence as the teacher. Positive interactions with the child, listening, modeling appropriate behaviors, encouraging the child to respond are ways in which the role can become a positive one.

A positive way by which a teacher can show concern or love is positive reinforcement. This need not be limited to tangible reinforcement. Reinforcement can be provided in numerous other ways, including verbal approval, non-verbal approval, or physical contact. It is important to determine what is reinforcing for the child.

--The teacher has a big task. A teacher will influence all the students; therefore the teacher with an exciting, sincere attitude will provide a positive role model. A teacher that is innovative and enthusiastic will obtain success. New ideas are not limited to recent graduates and experience does not preclude enthusiasm. The student must have positive reinforcement. The teacher will assume a lead role in providing the positive reinforcement.

--Teachers must first learn about and accept the cultural differences. Acceptance of a child's differences becomes a model not only to that child, but the other children who interact with that child. Concern, tolerance, and acceptance are parts of the positive role model. Helping children to become assimilated by changing is important but must be done so that a child continues to be proud of his cultural heritage and his family.

--There is probably no more effective a way to teach students to care, feel, and to relate to each other than for the teacher to model that behavior before the students she teaches. Also, provide experiences in which children can be successful and praise generously for everyone loves to succeed and enjoys positive recognition.

9. What are some things educators can do to foster an enriched environment for minority children from deprived backgrounds?

--This question becomes very difficult concerning the limited funds that are presently available in urban school districts, but I guess if one were to try to address this problem in terms of the environment, one would have to look at the materials that are available, that are supportive to the learning process, and the ability of the professional within the deprived environment to address new learning theory, new processes for teaching the deprived child and consider both as an effort to enrich the environment of that child. From a realistic standpoint, I think enriching the environment other than through field trips, through the bringing in of noted minority professionals in the field, and non-professionals in the field. Travel, if appropriate in terms of money contributed by the community to support a band to travel to a different area, a debate team to travel to different areas, could also contribute.

--Provide opportunities for children to have varied learning experiences. Provide development of language skills. Provide alternative means for a child to express himself. Encourage expression and interaction.

--Exposure to experiences in the community. Where possible, use of the parents to expose other children and teachers to a minority culture experience-such as sharing of pictures, customs, values, foods, etc. Teachers can keep children informed about opportunities available in the community and on T.V. which can enrich their experiences. There are many free opportunities which children and families should be made aware of.

--Provide numerous field trip experiences and invite success models to talk to classes.

--By becoming aware of the "victimization process" of minority children from deprived backgrounds; and create teaching environments to enhance self-gratification and impacting the child's negative self-concept.

--"Know the territory" is a key phrase for a salesman's guide to success. The same is true for educators. Know the areas needed to be improved and then try for the specialist, equipment or program that is needed.

10. What are some of the ways that teachers can find out what values and aspirations a particular individual or group holds? How can they use such information to help foster an enriched learning environment?

--One basic way to determine the values and aspirations of particular individuals or groups is to observe the group in depth in terms of their day to day living, observe them in their own culture and environment and determine from that observation what really makes that individual or community tick. If every thing else fails and in addition to the prior two efforts, one needs to sit down and talk to the individual in terms of what is important to him or her and to see whether the individual is capable of articulating those ingredients of the larger society that are important to him/her. Once an individual has this information, one is better able to modify the teaching learning environment to address the decifits that are found in the total curriculum approach for this individual.

--Earlier, I mentioned parent involvement. Teachers need to become involved with parents, talk to them about their children and structure conferences to obtain information needed regarding their values and aspirations. Students can also give valuable information either directly or indirectly. This information can then be used by the teacher to adopt curricula, plan strategies and programs to enrich the students learning environment.

--Parents should be the first source of information when this is possible. Speakers from the community who have lived or visited in areas where these cultures exist may have films, slides, etc. and also have experiences that could be valuable educational tools.

--Ask them.

--Utilizing "show and tell"techniques to foster appreciation of individual or group differences.

--Listen to the children and you can get a picture of what they currently hold valuable. This will vary from school to school and even from group to group within the school. By exposing the students to other forms of influence an educator will find what will work with that child. Once values and aspirations are established the information may be used to reinforce the teaching process.

--A good way to find out about the values and aspirations a child has is through the Magic Circle approach.

Suggested Application Activities

1. Evaluate your teaching methods. How do each allow for diverse learning styles?

2. Based upon your readings in this volume, consider content, format, sensitivity, visual aids, etc.: (1) what are some problems? (2) what are some solutions to these problems? (3) how would you apply the techniques of direct instruction to these problems?

3. Identify some distinct learning characteristics of students in your class. What are some techniques, strategies, etc., that can be used with the students to make the education system work to their advantage?

4. Select a student that would typify a "double minority" and develop a teaching strategy for this child that would incorporate the five components of Direct Instruction.

5. Other.

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Chapter VI
Educational Objectives and Multicultural Curricula Issues

Objectives

After completing this chapter you will be able to:

1. Identify ways in which a mono-cultural education has affected the education of the culturally and linguistically different.
2. Define assimilation and describe the role of education in the process of assimilation.
3. Contrast multi-cultural and mono-cultural education.
4. Identify specific populations that necessitate curriculum modification.
5. Evaluate and choose appropriate curriculum for minority handicapped children.
6. Describe several methods for modifying curriculum to meet the needs of the specific child.
7. Evaluate and select materials that reflect multi-cultural content.
8. Write an effective Individual Education Plan that includes consideration for cultural differences.

Definitions

Mono-cultural. Having to do with a single culture. Presentation of the values and mores of a single culture or group.

Multi-cultural. Having to do with more than one culture. Presentation of the values and mores of several cultures.

Individual Education Plan (IEP). Mandated by P.L. 94-142 as of 1975 for all children placed into special education. The IEP is a plan describing the relevant educational goals, procedures, etc. being applied to the child's educational experience. The IEP is updated at least once per year and new goals and procedures included.

Assimilation. The process of being absorbed and incorporated; to make like or alike; to cause to resemble.

Minority Issues

This chapter will focus on a discussion of the problems associated with a mono-cultural education and identification of the components necessary to carry out a multi-cultural education for handicapped students. In contrast to effective teaching formats discussed in the last chapter, this chapter will focus on the social context or content of the curricula. Thus, the role of practice, pacing, and reinforcement aspects of formats, will not be discussed, while the types of examples, roles, occupations, social background, etc. reflected in the curricula, will be discussed. Topics will include: evaluating curriculum content, modifying and/or adapting curriculum, reviewing and selecting materials, and individualizing programs.

A Mono-Cultural Education

Past trends in education have reflected the values of the majority culture resulting in a mono-cultural education for the nations students. Even today, relatively few curricula place emphasis on the representation of cultural and racial diversity within the fabric of the program. It is essential for teachers and the well-being of their students, for teachers to identify and minimize the possibility of a mono-cultural education from occurring. History strongly suggests the adverse effects of pursuing mono-cultural policies in education (Baca & Lane, 1974). The effects of such a policy can be seen in the following:

1. the lack of reported history concerning minorities lifestyles and contributions in texts.

2. overt discrimination in the delivery of educational services to minorities and handicapped students.

3. the disregard for minorities as part of the education process.

A mono-cultural education can directly devalue an individual child's background in many ways by providing few realistic and successful role models, providing no natural learning settings congruent with a child's experiences, systematically denying minority/ethnic children exposure to significant minority roles in history, forcing majority values on minority children, confusing the minority child in terms of whose values are right and acceptable, and forcing minority culture children to respond in language and thought that may be foreign to them.

A multi-cultural education is part of the total process of cultural assimilation by which persons foreign to the culture are changed to conform and adopt the principles and behaviors of the new culture. Many have reported this process a difficult and emotional experience. One immediate aspect of assimilation was expressed by a Vietnamese woman who after several months in the States simply longed to see other oriental faces. In another case the same woman found herself wanting to speak Vietnamese to whites and have them understand it. In a third case with immigrants it has been noted that assimilation pressures develop restructuring of the traditional family. In many cases in non-English speaking families, the children are the first to learn English in the schools As a result it is not uncommom for the English speaking male or female child to become acting head of the household with ability to communicate with the outside culture and the economic and social power this implies. Thus, the children quickly reject the old ways and devalue their parents because of their inability to function in the current society and their adherance to the old ways that really don't work in the new culture.

With English speaking minorities a mono-cultural education is misdirected because it soon becomes obvious that the student simply falls outside of the dominant culture, that it does not conform with the collective experiences of the student or his family, that it has little or no practical value, and thus is irrelevant. It does not take much of an extrapolation for the minority student to attribute this irrelevance of education to the major institutions in the dominant culture. To the extent that education remains mono-cultural in focus, the greater it contributes to these negative effects of assimilation.

The minority handicapped child has problems two-fold. He or she must learn to cope with the specific handicapping condition as well as the additional differentness of being a minority. They must be able to cope in their own environment as well as the mainstream. The child who is blind must be provided positive models succeeding in a sighted society. The black blind child needs role models from his minority group. The child confined to a wheelchair must see minority persons moving successfully through a society overcoming the barriers implied by the handicap.

It is well agreed (Baca & Lane, 1974; Jaramillo, 1974) when the needs and contributions of culturally different handicapped children are overlooked, problems are created. Consider this classroom for emotionally disturbed youth in a large urban school district:

> (Mark is a 10 year old black student with several problems related to social adaptive behavior. Ms. Grace, his teacher, has taught 2 years. She is white, single and from an upper middle class suburban area. Mark. who appears to have an uncontrollable need to assert his blackness-his identity, has been frustrated most of the year as he searches for something of interest, role models, and experiences he can relate to in the materials he is presented daily.)
>
> Ms. Grace: (distributing a History seatwork activity) "These papers are to be turned in before you go out to recess."
>
> Mark: (tears up paper, throws it on floor and

mumbles) "I ain't doing this "shit".

Ms. Grace: (with anger and disgust) "Pick that paper up and get it done or you won't be going outside. And one more filthy word out of your mouth and it's to the office!"

Mark: (reluctantly picking paper up and mumbling) "I'm tired of doing stuff on this,"honky".

The problem depicted above might easily have been avoided or at least minimized had the teacher considered the possibility that actions considered inappropriate by her were infact quite acceptable in Mark's own environment or had she considered that the use of abusive language was Mark's only way of expressing to her his frustration and lack of interest in the assignments. Had Ms. Grace chosen appropriate materials with multi-cultural representation, a Black historical figure for example, with a high interest level for Mark, his need to assert his blackness might have been channeled in positive rather than disruptive ways, i.e., completing historical projects on blacks, interest in guest speakers in the classroom, etc. Continued exposure to models, values, and living styles of a culture and race different from your own can prove less than motivating. It is important to remember that culturally different children themselves bring much to a classroom--a rich heritage which can be taken advantage of in the classroom.

Frankly, for the teacher who is not a member of a visible minority culture,it may take time before a comfortable and natural feeling is reached when creating cross-cultural experiences for their students. However, the time is well worth it when the result is an educational environment in which the minority student can experience interest and success in learning.

In contrast to mono-cultural education, multi-cultural education provides cross-cultural experiences through cross-cultural curriculum. The curricula should reflect the values and living styles of a multicultural society, with the goal of developing skills in pupils that will enable them to live and work in this multi-cultural world. According to Holiday & Edwards, (1978) students will learn basic academic skills if schools recognize their cultural strengths and build programs in harmony with them. For Mark, in our example, this means provision of materials and experiences within the classroom that he can relate to. Curricula are never culture free. Thus, they need to be made culturally relevant to all students.

Criteria for Evaluating Curriculum

It was suggested that the problems represented in the portrayal of Mark and Ms. Grace might have been minimized had Ms. Grace been more sensitive to Mark's individual needs and more adept at providing appropriate materials and programming for Mark. This, no doubt, is easier said than accomplished.

Many teachers work under the restraints of a pre-selected district curriculum in which they have little or no input. The trend apparently has been for curriculum to reflect the values of the majority culture even when the minority group is, in effect, the majority in numbers in a particular setting.

Although being very specific in terms of objectives for a particular handicapping condition, few curriculums place emphasis on the cultural differences of pupils. Is the curricula culturally relevant to all students? Does it provide cross-cultural experiences through cross-cultural content? To obtain specific educational objectives for individual students, the curricula becomes a resource or guide from which the teacher expands, creates, or modifies. Certain populations necessitate that the existing curriculum be modified or adapted. Bilingual students, low socio-economic students, and minority group students are examples of groups that may require modifications in programming.

There is no one model curriculum. The instructional goals and objectives for the specific student will determine where the emphasis in the curriculum is placed. Even in the regular class curriculum there will be variation from class to class reflecting what the teacher views as important. However, it is important that in addition to basic skills, objectives concerning handicaps and diverse cultures should be incorporated in the curriculum for the special population served.

In addition to the basic academic goals, the minority handicapped child needs to be exposed to curriculum that encompasses these factors:

1. Allows for linguistic differences and provides for other language exposure.
2. Fosters understanding of different cultures.
3. Considers various learning styles.
4. Provides realistic goals.
5. Contains positive role models, i.e., handicapped, minority.
6. Provides materials that are multi-cultural in content.

Curriculums that provide guides but encourage teachers to consider the experiences of each pupil as they build an individual program to meet needs, abilities, and interests of each pupil, are essential.

Modifying or Adapting Curriculum

Special educators are faced with the challenge of making their classes reflective of the culturally diverse society from which their children come. Modifying the curriculum at first glance may appear an overwhelming task, however, there are many ways a teacher can carry this out. Initially, the teacher must be willing to be informed, interested, and to act as a facilitator. By facilitating the teacher will promote change, give information, and actually engage in multi-cultural teaching.

The teacher who is not a minority but has other minority group students has the responsibility of getting to know as much as possible about groups represented in her/his class. These factors may include: (1) language, (2) poverty, (3) religion, and/or (4) ethnic factors.

Within any of the basic skill areas, (i.e., math skills, communication skills, science and social studies, health and safety, perceptual and motor, self-help, and vocational training), there exists opportunities to adapt lessons to meet the cultural needs of a minority handicapped child.

Including Role Models. In reading, social studies, and science positive minority/handicapped role models can be presented. Blacks, Hispanics, Indians and Asians who are successful community leaders, teachers, doctors, and scientists can be made a part of the curriculum via personal visits to the classes or through study units that focus on contributions of the various ethnic cultures. In these units it should be emphasized that a handicapping condition does not have to be a barrier to success. This will be reinforced in the pictures and stories that the students are exposed to. A black scientist in a wheelchair may prove the right incentive for a minority student who wonders what life holds for him/her confined to a wheelchair. Units in social studies for the regular and special class can study the cultures of Africa, the Orient, Mexico, etc. to give students a better understanding of the values and customs of their classmates. Ethnic materials that include folk tales, epic stories, and the literature/history of the culture should be researched by the teacher and presented to the students in the classroom as a regular part of their curriculum. In addition, ethnic pride and identity can be encouraged and reinforced in classroom discussions.

Communication skills can be developed. Students should be encouraged to express themselves by talking about things familiar to them and their own environment. In math skills, money handling can be made relevant to specific cultural and economic background needs, i.e., shopping, paying bills, saving, and daily activities as well as related to specific needs relevant to the handicap. During self-help activities, survival skills for living within the system can be taught. Methods for obtaining information and necessities can be stressed. Vocational emphasis can call on minority and handicapped role models, can provide information on resources and can utilize materials with multi-cultural emphasis.

Teaching Strategies. In addition to modifying the curriculum, providing role models, and making activities relevant to students, the teacher has the responsibility to determine what teaching methods work best with certain students. A Chicano student may function better in a warm, friendly, small group activity and respond well to physical contact, such as a pat on the shoulder, hand holding, etc. The black student may profit more from a peer tutoring activity with a fellow black classmate where a certain comraderie exists. Several years of research in teaching reading and language to the disadvantaged students (Project Follow-Through) has implications for the classroom with minority, low socio-economic students. Again, obtaining basic skills may be increased through different approaches to teaching. According to Follow-Through results, the disadvantaged student, to catch up academically, must be taught more in the time available. Data on a cross-section of lower socio-economic groups, rural and inner-city blacks, rural whites, Mexican-Americans, Spanish-Americans, Native-Americans, and students from a variety of ethnically mixed communities who were a part of the Direct Instruction Model,showed measurable gains on pre and post academic measures as a result of the programmed instruction (Becker, 1977). Additional research in the area of opportunities to respond (Delquadri, Greenwood, Stretton & Hall, 1981; Delquadri & Greenwood, 1980) has implications for building increased opportunities to respond into the curriculum for the disadvantaged child.

In any case, age, handicapping condition and the specific cultural factors should dictate the direction the teacher will take in choosing these teaching strategies in the classroom.

Essentially, we could conclude that several areas must be considered by the special teacher as she/he adapts the curriculum. These would include, but not be limited to:

1. Language child learns best in.
2. Learning style most appropriate for child.
3. Cultural variables, i.e., family, lifestyle, community values.
4. Economic variables, i.e., poverty, nutrition, etc.
5. Self-concept and motivation.
6. Opportunities to respond and practice academic skills.

These are of course in addition to the considerations that must be accounted for due to a specific handicapping condition. According to Adelman (1970), school difficulties for many children are primarily due to school programs which do not accommodate individual differences. The teacher who is willing to make changes in the classroom is beginning the effort to counteract this problem.

Evaluating and Selecting Materials

The question of which curricula to use, as mentioned earlier, many times falls out of the realm of control of the classroom teacher. However, within the teachers control is the question of which materials to use. Few materials are available that are specifically designed for handicapped children from culturally and linguistically different backgrounds. According to a survey (Bland, Sabatino, Sedlak, and Sternberg, 1979) the strongest desire for the development of differential materials was expressed by teachers of Spanish-speaking students. The findings also suggest that the Zeitgeist created a number of years ago for commercial publishers to develop materials relevant for black inner-city youngsters, is having an impact. A 1978 report (NICSEM, 1978) identified few curricula material and/or instructional media specifically designed for use in the education of minority handicapped elementary school-age children. This is alarming when you consider approximately 1½ million handicapped elementary children may evidence ethnic/cultural or linguistic differences. Differences may well mean that minority handicapped children must adapt to the teaching materials being used (Bland, et al., 1979). There are, however, many ethnic materials and a great many materials designed to be used with specific handicapping conditions. It is necessary for the teacher to select, adapt and create materials. A list of some materials available for use with the minority handicapped is provided for you at the end of this chapter. As a rule "an instructional material should be selected and used because of its potential value for helping a teacher achieve a specified objective for a specific pupil". Effective materials for the minority handicapped child should reflect the child's language, culture, socio-economic status, experiences, interest, and most effective mode of learning.

Several publishers of educational materials have made efforts in the last 10 years to develop materials that represent a more diverse cultural content, however, it would be impossible for any one material to meet the needs of the many different students in a classroom. A list of some of these publishers and materials is provided at the end of this section. Some questions to ask when reviewing materials for multicultural content are presented here:

Is the content--

1. Elevating of self-concept

2. Positive identification building.
3. Of sufficient interest for students.
4. Free of language that would be offensive to a significant group in a community.
5. Non-sexist in approach in language and role portrayal.
6. Representative of urban, rural, and suburban modes of life.
7. Accurate in representation and portrayal of ethnic groups.
8. Respectful of rights and values of ethnic, religious, and racial groups.
9. Appreciative of individual and group contributions.
10. Preparing students to live in heterogeneous society.
11. Free of stereotyping.

Is the material--

1. Current and accurate.
2. Relevant to everyday life.
3. Making use of community resources and people.

Does the format--

1. Use illustrations representative of all groups.
2. Reflect good taste.
3. Have multi-cultural authenticity.
4. Allow for active responding, practice, and testing of objectives mastered.

Is there--

1. Evidence of sensitivity to prejudice, stereotyping, etc.
2. Balanced treatment of minority groups.
3. Presentation of minorities and handicapped person in positions of

leadership, authority, and expertise.

4. Depiction of male and female positive minority handicapped role models.

5. Broad representation of handicapped and minorities in arts, sciences, history and literature.

6. Clear visual representation in pictures and illustrations avoiding caucasian faces colored.

The questions presented here are some of those that may be appropriate when deciding what materials to use with a specific student. These same considerations will be important when creating your own materials. These questions and others very much like these may become part of criteria that building selection committees and/or individual teachers use in choosing the materials that they will use.

Individualizing a Program

A major concern of educators is the appropriateness of services offered to students in special education. One of the features of P.L. 94-142 is its inclusion of the Individual Education Program (IEP) process. This process involves writing a teaching program for a specific child, taking into consideration all his/her unique needs.

The individaul education program is a written statement including documentation of decisions reached about skills, objectives, content, implementation, and evaluation of the students educational program. By law the IEP must include:

1. A statement of student's present level of educational performance.
2. Annual goals describing educational performance to be achieved and short term measurable instructional objectives.
3. A statement of specific educational services needed by student.
4. A description of extent to which student will participate in the regular program.
5. The date services will begin and length of time services will be given.
6. A list of individuals responsible for implementation.
7. Criteria and procedures for the annual review.

Special considerations are also appropriate in programming for the minority or culturally different handicapped student. These include:

1. Present level of performance must be determined through appropriate assessment and should include school and home data.
2. Instructional strategies and materials aimed at achieving objectives need to be culturally relevant.
3. IEP team should be composed of persons familiarwith students' language and cultural background.
4. Efforts should be made to encourage and include parents. Communication should be in their native language to insure that they understand the decisions made.

An example of an IEP for a handicapped minority student follows:

INDIVIDUALIZED EDUCATION PROGRAM

Name: J.R. Date:

Age: 9-2 Grade Placement: 3

Level of Performance: J.R. was referred by his third grade teacher for placement in special education. She states, "he is failing in reading and apparently quite frustrated, he has trouble expressing himself in standard English and has trouble participating in classroom activities." J.R. repeated 1st grade. Scores of 3.0 and 1.2 were obtained on the Key Math and Woodcock Reading tests, respectively. J.R. exhibits several grammatical errors and omissions in speech. Appears to speak 'black' dialect: common to his community.

Language Instruction: Instruction should be in standard English, however, consideration should be given to dialect spoken and appropriate materials, experiences and referents included in instruction.

Learning Style: J.R. appears motivated to do well for family and is influenced by peers of his same ethnic background. J.R. is competetive and likes regular reassurance that he is doing okay. Small group instruction with peers from his own background included in the group would be beneficial. Utilizing games and materials with cultural significance to J.R. is suggested.

Teaching Strategies: 1. Use the child's experience base for teaching vocabulary. 2. Use regular reinforcement. 3. Instruct primarily in small groups. 4. Involve mother in parent-tutoring program in reading. 5. Utilize drill in learning new concepts. 6. Choose materials of high interest level and relative to culture and environment J.R. lives in.

Recommendations: J.R. should remain in regular 3rd grade class with supportive services from a learning disabilities resource teacher. These services will include approximately 1 hour 45 minutes instruction in reading with the resource person, help in finding materials to be used by the regular teacher, and continued monitoring of the program by the resource person. Follow-up will occur every 6 weeks.

The previous example demonstrated some considerations that might be added to the IEP of a handicapped child who is a member of a minority group. This would be in addition to physical information, further assessment, short term goals, as well as short term measurable objectives. Also keep in mind that the IEP forms vary from district to district.

Recommendations based on an IEP encompassing all aspects of the student can result in a truly individualized learning experience and minimize the potential problems of an education designed for the majority culture.

Summary

This chapter has reviewed those considerations necessary when programming a multi-cultural education for minority handicapped students. The essential components discussed were: Evaluating curriculum, modifying and/or adapting curriculum, reviewing and selecting materials, and individualizing programs.

It would be impossible for us to state that any one curriculum, program or material is the "one" for all students. Just as students bring with them to a classroom a multitude of differences and views based on their previous experiences at home and in the community, so the curriculum and materials must reflect these differences.

The focus of a multi-cultural curricula is not to teach children a little bit about different cultures. Rather, it is to create an atmosphere of awareness and understanding of individual and group differences, to develop competencies for experiencing and evaluating life in a multi-cultural society, and to utilize cultural differences as a tool in academic learning.

Study and Review Questions:

1. In what ways can a mono-cultural education directly devalue an individual child's cultural background?
2. What is the goal of multi-cultural education?
3. In what ways can existing curriculum be modified to allow for culturally diverse groups?
4. Why might it be necessary to modify the curriculum for the following students? Be specific.
    - (a) 7 year old Hispanic with learning disabilities.
    - (b) 7 year old Vietnamese with mental retardation.
    - (c) 10 year old black with emotional disturbance.
5. On what basis can materials be evaluated and selected that reflect multi-cultural content?
6. What is the IEP? What must be included in the IEP according to law?
7. In what ways can cultural differences and experiences be used to maximize educational experiences for the minority handicapped child?

Issues to be Discussed

1. What are the responsibilities of our schools on the issue of multicultural education?

2. What do you see as basic educational objectives for the handicapped child? How do these differ for the minority handicapped child?

   (a) Basic skills (reading, math, language, etc.)
   (b) Social adjustment
   (c) Emotional development
   (d) Self-help and vocational skills

3. A mono-cultural education can directly devalue an individual child's cultural background. What effects can be seen in the classroom as a result of this mono-cultural education?

   (a) Peer relations
   (b) Teacher relations
   (c) Motivation, competiveness
   (d) Self-concept

4. Should there be a separate "multi-cultural" curriculum or should it be part of the regular curriculum?

5. How can existing curriculum be modified to allow for ethnic/cultural differences in learning?

   (a) Objectives and goals
   (b) Materials
   (c) Resources

6. What can be done at the school level to evaluate and enhance curriculum selection?

7. Are there specific characteristics of certain minority groups that will interfer with reaching basic educational goals?

8. What will make multi-cultural cirricula effective?

9. In what ways can the Individual Educational Program allow for differences in:

   (a) Language
   (b) Learning Styles
   (c) Levels of motivation
   (d) Environmental factors

10. How can teachers evaluate and select appropriate materials?

Previous Discussion Points on Educational Objectives and Curricula

1. What are the responsibilities of our schools on the issue of multicultural education. Should the concern be with: (a) perpetuation of cultural differences, (b) promotion of cultural assimilation?

   --The schools responsibility should be the creation of: ( ) an atmosphere of awareness and understanding of individual and group differences,and (2) respect for the cultural differences that exist.

   --The schools have no responsibility in the perpetuation of cultural differences or the promotion of cultural assimilation. A little of both is good for society as a whole. The principals involved must make that decision based on their experiences in society.

   --One unique aspect of American society is that its people are made up of a number of cultural groups, literally drawn from all over the world. During the "melting pot" era, attempts were made to assimilate these diverse cultures into one culture. The aim to design a mono-cultural society is irrelevant today now that our society seems to be committed to cultural pluralism. Therefore, responsibility of the schools probably should not be concerned with the perpetuation of cultural differences nor cultural assimilation. Rather, it should be concerned with providing situations which provide individuals the opportunity to select those aspects of other cultures they wish to accept as their own while maintaining the primary culture as a base for making those choices.

   --If education is a life-long process, I feel the responsibility of schools is to make all their curriculum relevant to minority children's cultural experiences which will reinforce "real world" likeness and differences (society). A combination of both a & b should be our schools' concern.

   --To do the best job educating the children the schools can actually utilize the cultural differences to teach the students. You should keep the best out of this, the students, the cultural background and build. The students are basically being taught to live and function in the majority culture. That does not mean the minority culture must be eliminated.

   --I believe the perpetuation of cultural differences is unnecessary. The concern of the schools should be to promote culture assimilation to the degree that it is appropriate for students.

   --Concern should be toward neither of these exclusively, but to both. Responsibility of schools (and society) is to be accepting and aware of cultural differences.

2. What do you see as basic educational objectives for the exceptional child? How do these differ for the minority?

--The educational objectives for the handicapped student should be built around the ethnicity and milieu of that child. Basic skills, social adjustment, emotional development, self-help, etc., should be built around objectives that have substance in the minority community. Once these objectives are solidified, then these objectives can reach beyond the minority culture.

--In the case of the exceptional child the goal is to have the child functioning at the highest level of his or her ability. Minority brings another dimension to the problem. Awareness by the teacher of cultural differences must play a critical role in the success or failure.

--The basic educational goals for objectives for exceptional children are based on the educational needs of each exceptional child as reflected in each child's IEP. In addition, it is proposed that the curriculum reflect a fuller consideration of the multicultural heritage of this country not only for handicapped but non-handicapped children as well. Basic educational objectives for the minority exceptional child, as for the exceptional child, are based on educational needs of the child and reflected in the IEP. However, methods and materials used in the basic skills areas, social and emotional development, self-help and vocational skills areas will need to be modified in some cases to reflect the cultural heritage of the minority exceptional child. He needs to learn about successful personsin his own culture, both past and present, who could serve as role models. He should be taught that exceptional people achieve success as well as non-handicapped people and that there are different levels of success. Handicapped minority persons from the community could be invited to participate in classes and emphasize the fact that a handicap need not be a barrier to success.

-- The goal is to maximize each child's potential skills and eliminate or modify deficiencies through relevant curriculum directions. These differ for the minority handicapped child because of the lack of cultural understanding and knowledge by school personnel and the exclusion of cultural differences in school curriculum.

A. Spoken and written language.

b. Social adjustment is now defined in terms of white middle-class values which are not compatable to other ethnic/ cultural means of social adjustments.

c. Emotional development is positively reinforced through role model identification; for the minority handicapped child. The lack of role model identification due to school personnel ethnic/ differences unawareness or failure to utilize these culturally different models does nothing for his/her emotional development. This holds true for self-help and vocational skills.

--Basic educational objectives for the minority exceptional child would not differ essentially from any exceptional child. Basic academic skills, social adjustment, emotional development, self-help and vocational skills should be components of the curriculum. The kind and degree to which these skills are taught would depend on the individual student; his current functioning and his needs.

--Basic educational objectives for any child is to develop the child's skills to the maximum in order to allow that child to function at his highest potential in an adult society. This can only be accomplished by addressing each child's needs individually and developing a program to meet those needs. For a minority handicapped child this objective is the same and very likely a more complicated task. Children's needs do not differ except in degree.

3. A mono-cultural education can directly devalue an individual child's cultural background. What effects can be seen in the classroom as a result?

--A mono-cultural education can have an adverse effect on the minority handicapped. Many times minority handicapped will determine from the program presented that their experiences, culture, behaviors, and values are so culturally different that they may consider themselves to be misfits in the educational system, and in society as a whole. Interest in school is lost and a degree of hopelessness sets in.

--If a students cultural background is ignored, the child can become lost in the educational process. With no role models or motivation the child will soon become frustrated and labeled as a slow learner. The child will tend to withdraw from teachers and fellow students.

--Peer relations will accentuate the differences, create pressure and teachers will stereotype negatively, label and view different cultural backgrounds as hinderances to classroom learning.

Motivation, participation and competitiveness will create psychological problems and cultural confusion because of one culture being taught when many cultures are represented in the classroom.

--A mono-cultural education may "devalue" an individual child's cultural background but this does not need to be true. If the teacher is sensitive to cultural differences and utilizes that sensitivity to perpetuate an awareness of the differences in a positive manner, it can promote an enriching learning experience for the children. On the other hand, if the cultural differences are viewed as negative, the results in the classroom will be negative. This includes teacher relations which are closely tied to motivation, competitiveness, participation and peer relations. The teacher sets the tone and plays a key role in creating understanding and acceptance of different cultures.

--Rejecting or demeaning a person's cultural heritage does psychological harm to the dignity and worth of that individual. This happens when the characteristics of the majority culture are accepted and taught as the only "right" culture. Right away the minority child's attitudes and values are in conflict with the dominant societies' views because they are inconsistent with the tradition and lifestyle of the minority child. Conflicts of attitudes and values between a child from a minority culture and a child from the dominant culture makes it difficult to develop good peer relationships because of the hostility that can develop from devaluing one's cultural heritage. Pupil-teacher relations are also affected especially when minority students recognize that the teacher is inadequately treating and presenting the historical, cultural and economic contributions of minorities to the development of the country. Peer relations, teacher relations as well as motivation and participation could be emphasized if teachers were more knowledgeable of the cultural composition of their classroom and the contributions people from those cultures have made.

--When a child is made or allowed to be inferior in any way, relationships and performance will be negatively effected. In a school situation teacher and other adult rejection is a model for the child's peers and will very likely promote an unaccepting environment. Children who are denied the opportunity to feel worthwhile tend to either withdraw from that situation or act out against it. These behaviors, in turn affect relationships. Motivation, competitiveness and participation appear and often are useless in an unaccepting environment.

4. Should there be a separate "multi-cultural" curriculum or should it be part of the regular curriculum?

--There should not be a separate "multi-cultural" curriculum but it should be part of the regular curriculum. Example: There should not be a "Black History" week. Black history should be part of American History.

--Multi-culture should be part of the regular curriculum.

--A separate "multi-cultural curriculum" does not need to be developed to teach children about other cultures. It can be done within the context of the regular curriculum.

--I believe that the multi-cultural aspect should be a part of the curriculum. To have a separate "multi-cultural" curriculum would be perpetuating separateness.

--It should be part of the regular curriculum.

5. How can existing curriculum be modified to allow for ethnic/cultural differences in learning?

--First of all, teachers must be re-trained to become sensitive to the various ethnic groups around them. Once this occurs, objectives and goals, materials and resources can be modified and adjusted to address the various multi-cultural differences found.

--Regardless of the curriculum, the effectiveness of the educational system is determined by the teacher because teachers are the people who teach the courses of study and serve as identification models. Many teachers are insensitive to values of various minority groups and ignorant of minority cultures. We emphasize the importance of individual differences but we do not realize the implications for instruction. From birth to school age a child has learned more about his own culture but sometimes finds little opportunity to expand the lifestyle and culture of his home. Teachers need to utilize members of a child's cultural community to broaden the existing curriculum.

--Existing curriculum should be modified to reflect contemporary life, social realities and goals. Materials, resources, objectives should reflect and enhance group differences in regular classroom learning.

--Goals and objectives should be inclusive. Materials should reflect sensitivity to the multi-cultural curriculum. Goals and objectives could be rewritten to include modifications that would include ethnic/cultural differences. Materials to be used should include those that promote awareness and sensitivity to different ethnic/cultural groups. Resources should be expanded to include those that will promote awareness. Use of community resources should be promoted.

--Make sure the curriculum reflects your student population. Materials should cut across cultural and social lines. Every home does not have a mother or a father. Women and minorities should be depicted in non-traditional jobs. Role models should reflect the individuals that the students can relate to.

--Kansas City School District's check-list to evaluate new curriculum choices is the best beginning. Would it be possible to develop a task force of people who want to make specific curriculum changes? Suggestions for modifications could be developed in the materials center. Lists of available films and other materials could be developed. Research on minority handicapped people in the community who would be available to talk or work with children would be helpful. People in the community who have lived or traveled in other countries and could share experiences about cultures with children would be useful. Cultures,other than those just of minority children in the class, need to be explored.

6. What can be done at the school level to evaluate and enhance curriculum selection?

--Consumate in-service programs should be the starting point for curriculum enhancement. Administrators cannot legislate change. The change would, perhaps, have more meaning if it came from within. Persons articulate and experienced enough to convey the importance of this credo would be key to the in-service.

--In curriculum selection make sure there is representation from different ethic/cultural groups to have input. Develop a checklist for evaluation of material to make sure it is not biased. Use checklist in selection of curricula and materials.

--Curriculum selection should be re-evaluated bi-annually to monitor its importance, motivation and learning of minority handicapped children.

--The teachers with the departmental head should review and select. Having the teachers involved opens them to the awareness that is needed. Teachers are the most important link and if they have a hand in developing a culturally unbiased curriculum they will have a greater understanding.

--Checklist used by K.C. District is an excellent idea. Involvement of personnel in local schools as much as possible makes the teachers more aware.

7. Are there specific characteristics of certain minority groups that will interfere with reaching basic educational goals?

--Yes, there are characteristics of certain minority groups that will interfere with reaching basic educational goals. But these characteristic differences must be part of the educational goals established for the minority handicapped. To be effective, educational goals must indicate these differences prior to goal inception.

--There are differences in cultures which will make learning difficult. The majority culture will be taught and the students should learn this to function in today's society. However, that does not mean the minority culture is forgotten. The teacher must be aware of the differences in the students and be able to work on the problem areas or get the assistance necessary. If English is not spoken at home, remedial work will be necessary to have the child functioning in the school. The burden is great for the teacher. The teacher must be able to motivate the students and to do this the teacher must be aware of the cultural differences.

--Yes. As mentioned in the chapter a child may be expected to read, write, and interpret directions in a language that is different from his own. If because of his culture, a child is not oriented to competitiveness and individual achievement but to the group, there may also be problems.

--Yes. Especially those minorities born or reared in other non-English speaking countries, thus, the first hinderances would be language and learning styles.

--I believe the literature does not support the fact that there are specific characteristics of minority groups that interfere with reaching basic educational goals. Language differences, learning styles should be taken in consideration when goals are established. The individualization of instruction should be a part of each child's program. What is appropriate and relevant to the student's needs should be the basis for goals and objectives.

8. What will make multi-cultural curricula effective?

--a. An early understanding of various cultures.
  b. Maintaining high aspirations.
  c. Using variety to enhance classroom.
  d. Taking advantage of native persons experience.
  e. Developing cross-cultural skills.
  f. Getting input of minority parents.
  g. Recognizing linguistic differences.
  h. Recognizing values transmitted in materials.

--a. By using multi-cultural curricula and participants.
  b. By using multi-cultural presenters who have achieved and have respect locally and/or nationally.
  c. By utilizing the "key" teaching/learning strategies that have proven successful.
  d. By building in personal experiences to the curricula and having persons participate in curricular presentations.
  e. By having multi-cultural presentation teams and having the multi-cultural student body replicate same.
  f. By having parents suggest participants or request parent involvement in curricula development.
  g. By building on the strength and weaknesses of each linguistic pattern.
  h. By discussing the different value systems prevalent in each culture and pointing out same in the materials.

--a. Pre-school, headstart, etc.
  b. Presenting relevant ethnic role identification.
  c. Show and tell, essays.
  d. Planning classroom learning activities around specific cultural/ethnic events, holidays, etc.
  e. Utilizing minority children to demonstrate linguistic differences.

--One way is to provide situations where children are encouraged and feel free to express their feelings, beliefs, values, etc. Point out to people that everyone does not have the same feelings, beliefs, etc.

--All of these areas are very important. It takes,first, a commitment from the school district and secondly, a commitment from the teacher.

--If we infuse multi-culturism into the curriculum, the items listed become a part of the curriculum and are not separated. The suggestions are good ones to use as part of the instructional program.

--a. By presenting concepts of likenesses and differences in very early curriculum-readiness materials can present different cultures in pictures, etc. Using community people as resources to show minority handicapped people in responsible leadership roles in education, sports, entertainment, etc.

b. Stories depicting successful people. Schools need to also begin early to help children learn what characteristics make people successful.
c. Various culture studies planned around all areas of curriculum math, language arts, art, music, physical education, social studies, etc.
d. Parents can make contributions by sharing experiences, feelings, customs, etc. with children if they feel comfortable doing this. Parents should be encouraged to share their knowledge of their children with teachers-as required in writing of IEP if the child is handicapped.
e. Children need to learn - possibly through social studies activities-that people speak differently depending upon their environment. For old children, studies of languages and how they evolved can be part of the curriculum.

9. In what ways can the Individual Educational plan allow for differences in: language, learning styles, levels of motivation, and environmental factors?

--The IEP is a statement of the students level of performance and a description in detail of the program to be followed and who is responsible for carrying it out. Additional considerations for the minority handicapped student are necessary. These may include:

Language: If a child is bilingual or speaks a dialect or variation of standard English that could interfere with learning or effect how he is viewed and judged by peers or the teacher, this must be noted and planned for in the IEP. This might mean placement with a bilingual speech teacher or instructing the teacher to use experienced based stories in reading instruction.

Learning styles: The literature supports the premise that learner characteristics of minority and handicapped children require specifically developed curricula and alternative modes of presentation (Bland, et al., 1979). Essentially, learning itself is not different among children but the style of learning will differ. This must be put into program in the form of suggestions to the teacher as to what methods or materials will work best for this student. This may be a trial and error approach at first-finding out what works best.

Motivation: Discovering what is reinforcing to a particular student can be a real challenge. There appears to be agreement upon the fact that culturally different children tend to respond to immediate rather than delayed feedback and work hard for concrete rewards. Consider this as the objectives for each lesson are written in the program.

Environmental factors: The IEP should include information on the student's home and on the students physical condition. Students do not enter the classroom a blank sheet of paper waiting to be molded by a teacher. Many things happening in their home environment effect how they respond in class each day. It is up to the person programming to consider these factors. An example might be the student from the very low socio-economic area who comes to school hungry and tired as a result of poor nutrition.

10. How can we evaluate and select appropriate materials?

    - We can select materials that reflect multi-cultural content by having a multi-cultural advisory board involved in the process. If the goals and objectives of the curricula are met and the outcome data are positive, then an appropriate touchstone for evaluation has been established.

    - Through the teacher and selection committees, the material used in a curriculum can be selected and evaluated for its cross-cultural content. Constant awareness is needed to insure the material remains free of cultural bias. It takes the commitment of the school district and the teachers to make a good selection of a curriculum and materials that are truely reflective of the needs of their students.

    - Develop criteria for selection of materials and select materials based on the criteria selected.

    - Select materials which present accurate historical information about various cultures.

    - Monitoring (bi-annual) the present multi-cultural materials for relevance and student motivation; Requesting, modifying and utilizing successful multi-cultural curriculum of other districts, states and national educational projects/programs; utilizing minority parents also.

    - Use check-list already developed and involving people who are aware of the importance of the issue.

Area: Curriculum

Name: ______________________________

Issues Report

Date: ______________________________

Instructions: Please prepare written comments and/or notes in response to each item reflecting your ideas and opinions. These notes will be used in the discussion. Please attach additional sheets as required. Number each of your comments to correspond to the number of the stated issue.

Suggested Application Activities

1. Choose one text (reading, social studies, etc.) which you are currently using in class. Evaluate it for its multicultural content based on class discussions and materials. Develop a chart or rating scale to assess the text on: (1) multicultural representation in pictures and language, (2) portrayal of ethnic groups, (3) role models, (4) sensitivity, etc.

2. Write objectives for a specific lesson in your class reflecting your insight into multicultural factors. Teach the lesson and evaluate it based on any modifications you made to meet the needs of a specific minority student or handicapped student.

3. Incorporate a new multicultural material into your lesson plans for a specific classroom activity.

4. Choose one minority student in your class. Write an IEP for that child patterned after the example in your text. Include minority considerations in the areas of language, learning style, and teaching strategies.

5. Demonstrate your understanding of cultural differences by implementing a high interest multicultural learning center in your classroom.

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National Information Center for Special Education Materials (NICSEM). (Vol. 1) University of Southern California, Los Angeles, 1978.

List of Sources of Materials available for use with minority handicapped students:

American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014
(Personal and Social Development Activities - foster acceptance and appreciation of self and others, provide survival skills for life beyond school- balanced mix of ethnic backgrounds, broad range of characteristics including physical impairments and disabilities)

Beckley-Cardy
113 S. 9th St.
Springfield, Illinois 62705
(Playthings to Promote Pride, Real Life and Creative Thinking Materials - situations and materials experientally relevant to children, promote understanding and appreciation of cultural differences among people)

Childcraft Education Corp.
20 Kilmer Road
Edison, New Jersey 08817
(Non-sexist, multi-ethnic materials for developing language abilities)

Council for Exeptional Children
Clearninghouse of Handicapped and Gifted Children
1920 Association Drive
Reston, Virginia 22091
(Publications on skill development)

National Information Center for Special Education Materials (NICSEM)
University of Southern California
Los Angeles, California
(Master catalog of special education information)

School Service
10,000 Culver Blvd., Dept. 4
P. O. Box 802
Culver City, California 90230
(Multi-ethnic, multi-cultural materials, kits, filmstrips, games - teacher resource skills)

Contact any of the above for a catalogue for a thorough look at the materials available through them. Although there are several services distributing materials for teachers, these were identified as representative of the market aimed at handicapped students and minority handicapped students.

Chapter VII

Educational and Vocational Barrier Issues

Objectives: When you complete this unit you should be able to:

(1) Identify distinctive social and physical variables that may function as barriers for appropriate education.

(2) Discuss approaches at the classroom, school, and district level that can remove or reduce barriers.

(3) Describe the operation of specific social and physical barriers.

(4) Remove all physical barriers from the classroom.

(5) Develop your own plan for the removal of classroom and school barriers.

Great progress in behalf of exceptional children has been made during the past two decades. However, the goal of equal educational opportunity and democracy in education has not yet been implemented, especially for minority and ethnic groups.

People suggest that minority handicapped persons are facing extreme disadvantage. What they mean is that these people not only have to carry the burden of handicaps, but they also have to cope with the common problems faced by minority groups (Chinn, 1979).

Minority groups in this country are in many cases economically and socially disadvantaged. They are often on the receiving end of negative attitudes from the majority population (Whites) in various ways in the society. In school, the situation can be aggravated by classroom teachers' lack of understanding and training with respect to culturally different children. Teacher's perceptions of the culturally different child are often influenced by the child's different language pattern, unresponsiveness to teaching methods, low achievement level, and assumed lack of interest in learning. These circumstances contribute to the high rate of minority children placed in special education (Mercer, 1973).

Evidence shows that many minority handicapped children have been placed in Special Education settings for inappropriate reasons including the lack of alternative appropriate programs. The solution, of course, is not simple. Educators assume that they have the responsibility to help every child to lead a successful life through education. However, this may in part require a process of understanding the minority handicapped child's distinctive cultural characteristics and direct action in the school to remove barriers to all children's education.

Areas of Concern

Language Barrier. Language problems are the major barrier encountered by most disabled learners and culturally different children. Many low academic achievement cases can be attributed to the child's language deficiency in standard English usage. The poverty home may lack a large variety of stimuli that teachers take for granted and may substantially differ from the white middle-class home depending on cultural background. For example, an Asian-American child from a low income family may not be able to tell you what a micro-wave oven is. Very often, she/he will not even know how to eat with a knife and fork (instead using chopsticks) before they go to school. The problem is that home objects, e.g., books, toys, games, usually serve as referents for language acquisition in the child's home. Consequently, the minority ethnic child very likely has a different orientation to language from the white middle-class child.

Furthermore, the language model provided by parents in the culturally or linguistically different home is typically not standard English, i.e., Black English. Spanish and Chinese are often first taught to children in many Mexican and Chinese families in this country. The same situation applies to many Indian-American families. Nader (1969) estimated that for about half of the Indians enrolled in Federal schools, English is not the first language learned. Hence, teachers of these children often encounter substantial communication problems primarily as a result of language differences between the teacher and these students. No matter what language or dialect the child has learned at home, in only the most severe handicaps, does he or she have a functional language. Perhaps it is different, but not inferior to others.

As reported in Chapter V, the Lau and Ann Arbor decisions have done much to remove educational barriers to foreign and dialect language speakers. In both cases rulings required teachers and teacher training to take into account language differences. They also required that simply supplying equal materials, etc. is not enough. Instruction must be provided in the meantime, in the foreign language and in English, to prevent loss of academic gains. Regardless of the stigma attached by society, the teacher must be careful not to give a child the feeling that he is inferior because of his language as teaching begins.

Different Culture and Value Systems. Culture is learned beginning at birth and provides the base for living. It permeates all behavior, from the simple fundamentals of eating, dressing, and talking to the more complex and involves patterns of communication, use of symbols, and the development of a value system (Webster, 1966). Culturally different children, especially first generation immigrants, face two different cultures every day, one at home, one at school. Sometimes their behaviors are rewarded in one culture but are forbidden or unaccepted in the other. For instance, Asian-American children from ethnic traditional families are often taught not to speak in the presence of an adult unless spoken to. Many of these children find it difficult to volunteer answers to questions posed by the teacher to the entire class. These children, however, will tend to respond only when the question is addressed directly to them. For the American Indian, they agree that excellence is related to a contribution to the group, not to personal glory. Thus, they emphasize cooperative effort instead of individual competition. Unfortunately, the culturally naive teacher may assess these behaviors as lack of motivation or interest in school work.

In the Chicano culture there is a great deal of physical contact, such as holding someone's hand or putting an arm around someone's shoulder. They also enjoy these relationships when they work in groups. Such behavior may not be tolerated in school or understood by other peers. But by understanding such special aspects of different cultures, teachers can remove barriers by giving the students opportunities for success and feelings of acceptance and relevance that they may never receive from other sources.

Self-concept. Combs (1968) defined self-concept as a system of belief which a person holds about himself. Positive self-concept is important to learning, adjustment, and even a predictor of one's success. Thus, the family along with school, are the first educator in this matter.

To be a minority or handicapped in a racist society is a major undertaking for development of self-concept. Weinberg (1977) reviewed a number of studies on aspirations and self-concept between Blacks and Whites in different settings. He found increased aspirational realism for black students in desegregated schools. He reviewed Brown's (1966) study comparing self-concept among a group of 4-year-old children. Results indicated that in general, all the children showed highly positive self-concept. However, the Blacks of lower socioeconomic status tended to conceive of themselves as: (1) sad rather than happy, (2) stupid rather than smart, (3) sickly as distinguished from healthy, and (4) not liking their own facial appearance. Similiar results were also found in other studies (Long & Henderson, 1966; Carpenter & Busse, 1969) while no difference between self-concept of Black and White children was noted by Rosenbery and Simmons (Weinberg, 1977, p. 153). Weinberg (1977) supported the proposition that attendance at an interracial school benefits black children's self-concept. However, results may be more the result of actions, policies, or attitudes expressed at the school.

People generally want to be accepted in their community; so do minority handicapped persons. They want their teacher as well as other fellow students in school to share their lives and understand them as much as their parents do at home. In spite of their handicaps, they arrive at school curious and interested in learning. Yet the holding of negative attitudes by teachers and peers in school distort images of minorities and the real deficiencies of handicapped conditions, adversely effecting students enthusiasm. They learn to perceive of themselves and their culture as inferior to the dominant culture. In such a context children see themselves as highly deficient persons. It is not surprising that these children feel distressed, frustrated, irrelevant, and finally drop out of school.

Labels, Stereotypes and Expectancies of Teachers. Although teachers are willing to help minority handicapped learners, unfortunately some teachers' prejudical attitudes adversely influence their expectations and actions in assisting the minority handicapped to develop their full potential. Prejucicial attitudes most likely are the result of limited information and contact with minority racial groups or the special education label which the child bears, for example, learning disabled, educably mentally retarded, etc. In discussing the implications of classifying exceptional children, Meyen (1978) simply admitted that classifying exceptional children by broadly stated definitions is insufficient as a basis for remediating their particular difficulties. MacMillan (1977) also stated that "by labeling a person as retarded, we may place additional burdens on him that will make it more difficult for him to gain acceptance, or we may increase whatever feelings of depreciation he had without the label."

Furthermore, labels such as "minority", "culturally deprived", and "culturally disadvantaged" also carry a connotation known among peers as functioning at a deficit level. Such labels are actually stigmatizing the child (Chinn, 1979).

Weinberg's 1977 review of research studies on cross-racial teacher attitudes indicated the widespread teacher avoidance behavior as far as minority children are concerned. These minority students tend to be viewed by their teachers as less promising and more troublesome. Several negative statements toward minority children were drawn from different studies, "in general, teachers approached the children (from the poverty area) with a negative stereotype. . .", "the teachers believed, wrongly, that Black students from poor families did not worry about school achievement whereas White middle-class students did (p. 222)".

Research on "self-fulfilling prophecy" (Rosenthal & Jacobsen, 1968) evidences the effects of one's expectancy on another persons behavior. Their hypothesis is that given information in the form of labels or reports from others, these attitudes will be transmitted to students, effecting their academic performance. If this theory is valid, minority handicapped students are often not expected to succeed in school.

Instructional Media and Role Models. Instructional media, including textbooks, newspapers, television, and motion pictures, have all contributed to the negative image of culturally diverse individuals either by omission, distortion, or stereotyping. For example, Blacks are always over represented and emphasized in connection with crimes in the news. American Indian children have to contend with history books reporting massacres of Whites by Indians, while Indians similarly abused by Whites are often celebrated in film. Only the most recent books report that these acts occured infrequently and that massacres of Indians by Whites also took place.

Minorities, until recent years, were almost never portrayed as professionals in movies and television. Instead they portrayed such roles as Black slaves, Chinese laundrymen, and uncivilized Indians. As a result, in real life, many minorities have been disillusioned by education reflecting these views.

Moreover, many minority children have few positive role models to identify with in their home and community. What they see in their community often is the effects of poverty and unemployment on adults. Again, they learn and perceive their skin color, their culture, and their handicaps to be inferior to the majority group. All these factors contribute to their self-esteem, a negative perception of education, and low aspiration with respect to school.

Teachers have both the responsibility and opportunity to guide students toward a greater awareness of the multifaceted nature of the U.S. population, and to dispel stereotyped perceptions of members of different ethnic groups. The teacher can play an active role in the classroom. The teacher can demonstrate respect of different ethnic group members through their language and behavior. For example, by introducing concepts about various language and dialects in your classroom, students will recognize that English is not the only language spoken in the United States. By bringing in speakers from various cultural backgrounds, students' perspectives will be broadened. Not only will visitors introduce different languages, but they can also share ideas and values from other cultures.

Physical Barriers. Handicapped individuals often require certain adaptive equipment in order to accomplish their educational objectives or to accomplish daily living skills. For example, physically disabled children need wheelchairs and braces; visually impaired children use glasses, braille-writers, and braille textbooks; hearing impaired children benefit from hearing aids. However, these tools are expensive and often require extensive training to use. Minority parents may have difficulty securing these tools for their children. Moreover, many low achievement cases caused by malnutrition and poor health conditions because of poverty are also identified with children from minority groups. In order to keep up with the high living expenses, minority parents may spend most of their time at work. They frequently do not realize their child has visual, hearing, or other chronic health problems. Even when they suspect something is wrong, the tendency is to let the problem go unsolved, due to the practical reasons of time, expense, transportation, or their cultural values about handicaps. As a fact, some handicapped children have been hidden to avoid embarrassment or ignored due to religious interpretations of the handicap. Teachers must be aware of such potential problems. And in some cases, if teachers are familiar with local community resources they can be of great help removing these barriers for parents.

Architectural barriers also limit the handicaps' performance. Sidewalk curbs, restrooms, elevators, and doorways are most often identified as obstacles for people in wheelchairs. Federal laws now mandate removal of architectural barriers which present a hardship or deny equal access opportunity for disabled students. In an effort to comply with Section 504 of the Rehabilitation Act of 1973, the Kansas City, Missouri School District, for example, requested that all principals of elementary, junior, and senior high schools evaluate their respective buildings in behalf of handicapped persons. All architectural barriers were so identified and scheduled for change. The compliance included larger elevators for people in wheelchairs; installation of raised letters or numbers on doors for the blind to identify specific facilities within buildings,and visual as well as audible warning signals for the hearing impaired (Harris & Fields, 1978).

Yet still, the minority handicapped person may have unique problems. For example, since the average height of Asians and Asian-Americans is lower than that of Whites, the restrictions to utilization of physical facilities can be especially severe (i.e., height of urinals, the pressure required to open doors, the height of the light switches and elevator buttons)(Coutee, 1977).

Vocational Barriers. According to Coutee (1977), non-Whites are more than three times likely to be unemployed than Whites in this country. The situation for handicapped non-Whites is even more acute due to the double disadvantages. First, as handicapped persons, their vocational opportunities are often limited to unskilled or sheltered and guided work in controlled settings. Secondly, employers often have distorted images of minority race workers. Their bias against minority race workers may suggest them to be lazy and irresponsible. Thirdly, certificates or diplomas that indicate students completed their schooling in special education programs may confirm the employers' doubts on the abilities of applicants. Fourthly, the job application form itself is oftentimes a barrier to employment even though the ability to fill in the form may be unrelated to performance on the job. Since some minority handicapped people cannot use Standard English, many well-qualified applicants thus are excluded because of inappropriately completed forms.

Removing such barriers from minority handicapped persons needs cooperative planning with different groups, school personnel, with leadership by and including community and government agencies, parents, and very often the consumer as well.

Putting a handicapped person into the work-force requires a prepared agenda and preparation. Some of these considerations may include:

(1) The target population. Information such as physical characteristics, motivation, interest, education, etc. should be obtained.

(2) Identify or locate jobs. Some government or local agencies provide employment services. If it is not the case in your district, job finding skills should be included in your training programs.

(3) As we identify what the market needs, we should then know what a person needs to do to perform the tasks. Prerequisite skills and curriculum objectives should be well defined and developed.

(4) Develop effective instruction. It should be performance oriented instead of subject matter oriented.

Suggested Actions for Eliminating Barriers

Lowering the Language Barrier.

1. Bilingual education and bilingual teachers should be available in districts with high proportions of culturally different groups. Regular and special education teachers should

regularly consult with them.

2. Monolingual teachers should have a basic knowledge and awareness of the linguistic differences of different languages and dialects. This is a useful stepping stone to teaching Standard English to linguistically different children.

3. Teachers must use simple and correct English that is understandable by students and insure that teaching of Standard English is top priority.

4. Every opportunity should be made possible for minority and handicapped students to hear Standard English usage (good films, plays, recordings, TV shows, and broadcasts must be a regular part of their experience).

5. Classroom instruction must be directed by teachers who consistently use Standard English.

Recognizing Cultural Differences.

1. Teachers must be aware and sensitive to cultural/ethnic differences through appropriate courses of study and personal investigations of their students.

2. Teachers must accept and understand the child's culture-oriented attitudes and behavior rather than treating these differences as deficits.

3. The classroom environment should reflect diverse cultural background.

4. Since parents play a primary role in transmitting culture to the child their active involvement in the classroom can minimize problems.

5. Teachers can facilitate family services (by social workers or local community agencies) based upon their personal knowledge of student and family.

Developing Positive Self-concepts.

1. Teacher training institutions must develop and adopt multicultural studies as a component of their standard course offerings throughout the country.

2. Teachers need to help the minority handicapped children to develop pride in their differences and abilities. Stories about some successful handicapped or minority persons should

be included as part of their curriculum. They must know that they can be somebody in the society of the future.

3. Teachers must plan for experiences that are guaranteed to give success. Graph daily learning records and make students know they are learning.

4. Teachers must show confidence in the child and their abilities so the child can believe in himself or herself.

5. Teachers feedback and grades should be positive.

Improving Teacher Effectiveness and Awareness

1. Teachers who work with children of different cultures must know something of the specifics of that culture, and of how it pervades the entire personality and its personal perceptions in new situations.

2. Districts must provide pre-service and in-service training for teachers of minority handicapped children, emphasizing appreciation of differences and dispelling stereotyped perceptions of members of different ethnic groups.

3. Schools can strengthen school-home relationships through PTA activities, home visits, and involvement in the community.

Using Appropriate Instructional Media & Role Models

1. Teachers must insure that instructional materials used in the class give fair non-biased treatment to minority and handicapped students.

2. Teachers can modify and increase availability of instructional media which represent cultural diversity among children.

3. Standard English usage by students must be analyzed and used by teachers.

4. Parents and teachers of minority handicapped children have to give these children a positive model to identify with. Parent education, too, is very important to children's success.

5. Local universities and libraries should be used as resource centers.

Removing Physical Barriers

1. All public and private facilities should be made accessible for people in wheelchairs (i.e. doorways, sidewalk curbs, restrooms, elevators, etc.).
2. Tables should have adjustable legs for students of varying height.
3. Chalkboards should be vertically adjustable with grab bars at the side for the physically handicapped.
4. Transportation to school should be provided for physically handicapped students, if needed.
5. School policies, such as grading systems and special education diplomas, must be well defined and function to depict qualifications and not biased views of student abilities.

Increasing Employment Opportunities

1. Teachers should be aware of options and use sources available for vocational training.
2. A pilot program for career education should be established (K-12) for special education students in cooperation with regular education.
3. Vocational training should emphasize specific skills with performance-orientation. This orientation provides one's vocational competencies but also elevates one's self-confidence.
4. Rehabilitation should emphasize more factors external to the client, i.e., the family, the community, and the personal-social relationship to assure better vocational success.
5. "Labels", like mentally retarded, should be avoided during an interview for employment because it may cause unjust doubt on one's ability.
6. Standardized application form questionnaires should be designed for the nonfacile reader and people from backgrounds utilizing foreign languages or nonstandard English so they can answer the questions by knowing a limited number of words. Also, questions on application forms should be screened for non-discriminatory questions (i.e., sex, race, place of birth, etc.), unless they are directly relevant to the job.

Many of these suggestions can be organized by what can be done at the: (1) classroom level, (2) local school level, and (3) district level. Table 12 contains suggestions for removing barriers organized for these three levels.

Table 12

Suggestions for Removing Barriers to Handicapped and Minority Students

Level	Handicapped Students	Minority Students
At the Classroom Level	1. Provide and make all physical facilities such as doorways, desks, chalkboards, sinks, switches, pencil sharpeners, etc. accessible to students in wheelchairs. 2. Seat visually and hearing impaired students at the right place in the classroom. 3. Remove any unnecessary objects from hyperactive and easily distracted students. 4. Use positive reinforcement procedures and principles. 5. Provide pre-vocational and vocational training.	1. Use simple standard English in communication. 2. Recognize, accept, and include cultural differences (e.g. learning styles, attitudes, values) in classroom instruction. 3. Recognize and understand different English dialects. 4. Encourage positive self-esteem via praise, physical contact, and correct pronunciation of names, etc. 5. Establish public classroom behavior goals for students. 6. Use positive reinforcement procedures and principles. 7. Give unbiased treatment (e.g., testing, curriculum, etc.). 8. Provide bilingual education and bilingual teachers, if necessary.

Table 12 (Continued)

At ~~the~~ School Level	1. Enlarge elevators and lower control buttons for people in wheelchairs. Also, elevators should be accessible to all levels in the building normally used by other people. 2. Provide telephones for hearing impaired persons. 3. Install raised letters or numbers on doors for the blind to identify specific buildings and rooms. 4. Use audible and visual warning signals simultaneously for the blind and deaf. 5. Enlarge toilet rooms for people in wheelchairs. 6. Adjust water fountains for people in wheelchairs. 7. Put handrails on ramps and stairs for people in wheelchairs. 8. Remodel sidewalk curbs for people in wheelchairs.	1. Support more meaningful school-parent communication (e.g., PTA, home visits, etc.) 2. Inculcate the value and results of education. 3. Carefully consider suspension policy. It may not be a good solution for misbehavior. 4. Include historical and cultural contributions of minorities in the school activities agenda. 5. Be aware of the home languages spoken and cultural diversity represented by patrons of the school. 6. Form a faculty committee responsible for monitoring this information and related activities.
At the District Level	1. Remove any architectural barriers mentioned as above. 2. Increase parking spaces for physically handicapped patrons, students, and staff.	1. Correct distorted images of minority groups by mandating in-service training. 2. Increase the public awareness of contributions.

3. Insure implementation of federal mandates for the education of the handicapped via active planning and in-service training.
4. Develop appropriate programs for the least restrictive education of the handicapped.

3. Communicate the legal and legislative principles regarding minorities in education.
4. Provide activity leadership in this area.
5. Enact hiring policies to engage faculty with the same characteristics as the students.

Table 13

Barriers Adjustment Fact Sheet

The schedule for making the Wheatley Elementary School accessible to the handicapped is as follows:

Tenative Schedule for compliance	Items
	Public Telephones
6-15-78	(1) There is no wall-mounted public telephone suitable for use from a wheelchair.
6-15-78	(2) There are no public telephones equipped for hearing impaired persons.
	Elevators
5-1-79	(1) There are no elevators for multiple-story buildings.
5-1-79	(2) There is no elevator accessible to, and useable by, the physically disabled on the level that they use to enter the building and to all levels normally used by the general public.
5-1-79	(3) The elevator is not large enough for use by a person in a wheelchair nor are the controls for the elevator located so they can be reached by persons in a wheelchair.

Table 13 (Continued)

	Identification
6-1-79	(1) There is not appropriate identification of specific facilities within a building (raised letters or numbers for the blind; gnarled handles on doors for the physically disabled).
	Warning Signals
6-1-79	(1) There are no audible warning signals accompanied by simultaneous visual signals for the benefit of those with hearing disabilities.
6-1-79	(2) There are no visual signals accompanied by simultaneous audible signals for the benefit of the blind.
10-1-79	Very few of the other elementary schools are as close to compliance as is Wheatley School. However, separate facilities for handicapped adults are not readily available in any elementary school.

The schedule for making Lincoln Junior High School accessible for the handicapped is as follows:

	Parking Lot
5-1-79	(1) There are not an adequate number of parking spaces properly identified and accessible to the facility for use by persons with physical disabilities.
	Ramps with Gradients and Handrails
5-1-79	(1) There are no handrails on at least one side, or preferably two sides, that are 32 inches in height.
5-1-79	(2) There are no handrails on ramps extending one foot beyond the top and bottom of the ramp.
5-1-79	(3) The stairs do not have at least one closed handrail that extends at least 18 inches beyond the top step and beyond the bottom step.

Toilet Rooms

10-1-79 (1) There are no handrails on each side 33 inches high and parallel to the floor, 1 1/2 inches in outside diameter, with 1 1/2 inches of clearance between rail and wall, and fastened securely at ends and center.

Water Fountains

10-1-79 (1) The conventional floor-mounted water coolers do not have small side mounted fountains set 30 inches above the floor.

Public Telephones

1-15-80 (1) There are no public telephones equipped for persons with hearing disabilities.

Identification

1-15-80 (1) There are no appropriate identification of specific facilities within a building (raised letters or numbers for the blind; gnarled handles on doors for the physically disabled).

Warning Signals

1-15-80 (1) There are no audible warning signals accompanied by simultaneous visual signals for the benefit of those with hearing disabilities.

1-15-80 (2) There are no visual signals accompanied by simultaneous audible signals for the benefit of the blind.

The schedule for making Lincoln Senior High School accessible for the handicapped is as follows:

Parking Lot

5-1-79 (1) There are not an adequate number of parking spaces properly identified and accessible to the facility for use by persons with physical disabilities.

Table 13 (Continued)

	Ramps with Gradients and Handrails
5-1-79	(1) There are no handrails on at least one side, or preferably two sides, that are 32 inches in height.
5-1-79	(2) There are no handrails on ramps extending one foot beyond the top and bottom of the ramp.
5-1-79	(3) The stairs do not have at least one closed handrail that extends at least 18 inches beyond the top step and beyond the bottom step.
	Toilet Rooms
10-1-79	(1) There are no handrails on each side 33 inches high and parallel to the floor, 1 1/2 inches in outside diameter, with 1 1/2 inches clearance between rail and wall, and fastened securely at ends and center.
	Water Fountains
10-1-79	(1) The conventional floor-mounted water coolers do not have small side mounted fountains set 30 inches above the floor.
	Public Telephones
1-15-80	(1) There are no public telephones for persons with hearing disabilities.
	Identification
1-15-80	(1) There are no appropriate identification of specific facilities within a building (raised letters or numbers for the blind; gnarled handles on doors for the physically disabled).
	Warning Signals
1-15-80	(1) There are no audible warning signals accompanied by simultaneous visual signals for the benefit of those with hearing disabilities.

Table 13 (Continued)

	Walks or Ramps
5-15-80	(1) Driveways and/or parking lots do not blend to a common level.
	Parking Lots
5-15-80	(1) Parking spaces, when placed between conventional or head-on spaces, are not, at least, 12 feet wide.
	Ramps with Gradients and Handrails
8-15-80	(1) Ramps do not have a non-slip surface.
8-15-80	(2) Ramps do not have at least 6 feet of straight clearance at the bottom.
8-15-80	(3) Ramps do not have level platforms at 30 feet intervals.
8-15-80	(4) Ramps do not have level platforms where they turn.
	Doors and Doorways
10-15-80	(1) Thresholds are not flush with the floor.
	Toilet Rooms
10-15-80	(1) Do not have water closet with the seat 20 inches from the floor.
10-15-80	(2) Mirrors and shelves provided above lavatories are higher than 40 inches above the floor.
10-15-80	(3) Toilet rooms are not equipped with an appropriate number of towel racks, towel dispensers, and other dispensers and disposal units mounted no higher than 40 inches from the floor.
	Water Fountains
10-15-80	(1) There is no cup dispenser available when fountains are not accessible.

Summary

This chapter has reviewed social, physical and vocational barriers to the education of minority and handicapped children. Under social barriers we discussed (1) language, (2) different cultures and value systems, (3) self-concept, (4) labels, stereotypes and expectancies, and (5) instructional media and role models. Under physical barriers we included (1) attainment of appropriate theraputic and prosthetic devices and (2) architectural barriers. Under vocational barriers we discussed the problem of employer stereotypes of minority and handicapped workers, job training, and development of procedures for businesses to insure non-discriminatory hiring practices. Specific actions for removing barriers were considered and examples presented for actions at the classroom, school and district levels. Examples of plans for the removal of architectural barriers based upon P.L. 94-142 compliance plans were also presented.

Review and Study Questions

(1) How can teachers lower the language barrier between themselves and their linguistically different students?

(2) What can teachers do in order to close up the cultural gap?

(3) What can teachers do in order to develop minority and handicapped students' positive self-concept?

(4) How do instructional media and role models function as barriers to children's learning?

(5) What physical barriers do minority handicapped children encounter in their daily life? What can teachers do?

(6) How can vocational education be implemented with formal education?

(7) What barriers do handicapped students encounter obtaining prosthetic devices?

(8) How might the classroom teacher be considered a barrier to the education of minority handicapped students?

(9) What is the district's role here? The school's role? The classroom teacher's role?

(10) What is the most salient barrier to these students in your own class and what can be done about it?

Discussion Questions

1. P.L. 94-142 insures a free and appropriate public education to all handicapped children. To what extent do you see it affects minority handicapped children?

   A. Language assistance?
   B. School-parents communications?
   C. Reducation of barriers?

2. Bilingual education and adaptive instructional materials are currently developing. How might they be more productively used?

   A. Kansas City, Missouri School District's policies?
   B. Benefits you see?
   C. How it relates to special education?
   D. Teacher training?
   E. Problems in current practice?

3. Acceptance of non-standard dialects in classrooms seems to be becoming a controversial topic in bi-cultural education.

   A. What benefits do you see?
   B. What problems do you see?
   C. Implications?
   D. Your considered point of view.

4. Recognizing cultural differences seems an important criterion for educators. How might it affect teaching productivity?

   A. Benefits you see.
   B. Parents involvement.
   C. Teachers sensitivity.
   D. Teacher training.
   E. Problems in practice.

5. It is said that self-concept is highly related to motivation and success. What roles should parents and teachers play in this situation?

   A. Parents as models.
   B. Teachers as models.
   C. Curriculum as models.
   D. Benefits you see.
   E. Problems in practice.

6. Not much has been mentioned concerning the physical barriers to minority handicapped students.

    A. Why?
    B. What barriers do you see?
    C. How do they relate to education?
    D. What role should teachers play in remediation?

7. How might vocational education be more practically prepared for minority handicapped people?

    A. Vocational training.
    B. Self-concepts.
    C. Others.

8. How might special education be more practically prepared for minority handicapped people?

    A. Vocational training.
    B. Self-concept.
    C. Others.

9. School policies sometimes go overlooked with respect to handicapped and minority students. Policies related to grades, diplomas, athletics, etc., are examples. Policies both at the district and school level may be relevant.

    A. Name school policies that might effect handicapped and minority students.
    B. Can they be corrected?
    C. What can teachers do?

10. Additional issues you see.

Area: Educational and Vocational Barriers

Name: ______________________________

Date: ______________________________

Issues Report

Instructions: Please prepare written comments in response to each item. Your notes will be used in the discussion. Number each of your comments to correspond to the number of the stated issue.

Previous Discussion Points on Barrier Issues

1. P.L. 94-142 insures a free, appropriate, and public education to all handicapped children. To what extent do you see it affects minority handicapped children?

-- Culturally different children, even among the handicapped, represent important problems in the educational process. One of the most salient features to consider is the ability of the teacher to communicate with the student and parents via language in an effort to remediate deficits found. Every effort should be made to find bilingual teachers and culturally aware persons who will be equipped to address select concerns.

-- Moderate. I have personal doubts that this law or any future ones will push the nation to live up to its professed ideals by relieving the consequences of three centuries of racial injustice; unless they have "sharp teeth" to enforce them.

-- P.L. 94-142 does begin to address the problems that have caused difficulty for minority and minority handicapped children. If followed throughwith, however, P.L. 94-142 can deal with very complex problems facing the minority handicapped child.

A. Language assistance?

-- Language assistance should be available to handicapped as well as nonhandicapped children to assure understanding of concepts presented. In addition, assistance in developing standard English patterns would be beneficial.

-- Much improved if educators are knowledgeable and understand basic cultural (language) differences.

-- Language assistance is critical to help student and teacher communicate with one another. However, standard English should be taught.

-- Emphasis is being given to bilingual and dialect implications in educating children. Opinions vary as to the approach which should be taken to offer more intense assistance in the area of language. From the literature I have seen,it appears that teaching of standard English is getting the greatest attention.

B. School-parent communications?

-- Too soon to tell or comment on at this point.

-- Testing information, IEPs, etc., need to be communicated to parents in a manner which can be easily understood by them. P.L. 94-142 has mandated that the language be the predominate language used in the home and that the written information must be written so that it can be easily understood. This may mean that schools will need to have persons available for interpreting at parent conferences.

-- The law is specific regarding communication to parents in their native language or mode of communication. If these guidelines are followed parent/school communications should improve. The necessity of having a person qualified to explain handicapping conditions and programs is apparent.

-- School-parent relationships are essential. The school and parents must be working as partners to keep each other aware of progress and potential problems. In some cases language barriers will be critical and the barrier needs to be removed. Good clear communication is needed.

D. Reduction of barriers?

-- Reduction of barriers is not found in P.L. 94-142 but in Section 504 of The Rehabilitation Act of 1973. The concerns of minority handicapped in regard to barriers is addressed in Section 504.

-- If the law is enforced, barriers will be greatly reduced.

-- The reduction of barriers is also mandated in the law and should have the effect of making education in the least restrictive environment a reality.

-- Schools are being made more accessible to handicapped students. Kansas City School District has a time plan for making schools accessible. Expense for these renovations is great.

-- Barriers, whether they are language, cultural or physical, are potential impediments to education. The problems need to be identified and resolved. The more problems we can remove from the learning process the higher the potential for results we can expect from the students.

2. Bilingual education and adaptive instructional materials are currently developing. How might they be more productively used?

-- Bilingual education is still in its infancy in the District. It was started five years ago, dropped, and started again. Finding appropriate staff, materials, and curricula is a real problem. However, a more serious problem is trying to determine whether language is the problem or whether the student needs special education services.

-- The productivity of the materials will vary from district to district. If your district does not have a language barrier I would not waste much time in developing materials. However, I would closely assess the needs before a judgement is made.

-- Bilingual education and adaptive instructional materials should be developed and with consideration through all phases of the educational process.

A. Kansas City, Missouri School District policies?

-- Policies as presented are fine. Removal of barriers should result in better education.

-- K.C.S.D. has a good program for Spanish speaking bilingual students. Programs for Vietnamese, bilingual students were Federally funded and currently are no longer a structured program. It should first be determined that students are in need of special services and that students are not referred because of a bilingual problem but a handicapping condition.

-- I am not familiar with Kansas City School District policies.

B. Benefits you see?

-- Benefits of bilingual education and adaptive instructional materials assist the student in being able to function in the present educational environment, reduces isolation of students and assists in cueing in on a handicap as opposed to language deficits.

-- Bilingual education may assist the minority handicapped child in a better way to assimilate and accept the dominate culture, i.e., jobs, etc.

-- Bilingual education is essential in educating children whose native language is not English. The benefits of bilingual education are hopefully going to produce adults who can live and function successfully in a society where standard English is the expected language.

C. How it relates to special education?

-- By utilizing bilingual and adaptive materials you should be better able to evaluate the child and certify the need to be in special education.

-- A good program should address the child's instructional program and help to identify children who have real problems in learning not connected with the language differences thereby assisting in proper identification leading to appropriate special services.

-- It should result in an improvement of the "total" educational system.

-- Bilingual education programs are essential in special education for the same reasons they are in regular education. Academic instruction is based upon the child's ability to understand, communicate and adjust to a sometimes totally unfamiliar culture.

D. Teacher training?

-- Teachers must be trained to deal with a multitude of problems with children of different cultures and/or languages.

-- This will be an improvement if the teacher actively participates in his/her own learning through training, instead of a "ready-made, hand-me-down" plan devised by someone else. Hence, teacher training should be more than an intellectual exercise in this instance, it should involve the integration of true feelings, intellect, and performance.

-- Bilingual education cannot be successful without extensive teacher training programs. The need for bilingual staff and instructional materials as well as sensitivity training for personnel who are to deal with bilingual children is essential. Teachers must be aware of cultural differences and work toward enhancing a child's self-concept. Children need to be free to express themselves and show pride in their cultural heritage.

E. Problems in current practice.

-- Lack of qualified personnel to set up a bilingual program is probably the biggest problem. Also, funds for purchasing staff time and materials are not available.

-- Bilingual education is presently not a top priority within the school system, yet a most important subject.

-- There are problems in the current practice which were addressed earlier. Without a program that addresses the bilingual problems, referrals and diagnosis may be inappropriate. Referrals should be based on the need for special education services indicating a handicap specified under P.L. 94-142 and not a learning problem as the result of a language barrier.

3. Acceptance of nonstandard dialects in classrooms seems to be a controversial topic in bi-cultural education.

A. What benefits do you see?

-- Non-standard dialects in the classroom should certainly be a consideration for learning but only as a point of demarcation.

-- I see no benefits in the acceptance of nonstandard dialects.

-- Acceptance of nonstandard dialects might result in an improvement in the child's concept of the "real world".

-- I do not see benefits in accepting nonstandard dialects in classrooms. Society is not accepting of nonstandard dialects and often equates the use of nonstandard dialects to a low intellectual level. The fact that this is now a controversial topic will probably force educators to take a stand and develop programs to meet children's needs.

-- By introducing nonstandard dialects you are making it easier for some students in the classroom. It may be easier for them to learn and interact in the classroom. Fellow students may learn to understand and communicate with them.

B. What problems do you see?

-- Some confusion when Standard English situations are required.

-- If children are to become successful functioning adults in society they will need to be made aware of the demands of society in this area.

-- Problems can result by nonacceptance from fellow students. Teachers may not be trained to deal with the nonstandard dialect. It also might delay students in mainstreaming into a cultural pattern they will be living.

C. Implication

-- In the educational process which composes varied cultural philosophies this approach can be viewed as another advancement in the process of learning.

-- The implications of this controversy on education will be the need for establishing a plan for a district on whether nonstandard dialects will be acceptable in classrooms and then the development of a program to carry out the plan. Parents will need to be included in the planning and be aware of its importance so they can buy into it.

-- Implications are caution and careful planning as well as continued evaluation.

-- Nonstandard dialects should not be fostered but understood by the teacher so that they can begin engendering Standard English.

D. Your considered point of view?

-- Our goals for children should include the ability to function in society. This functioning does not include the acceptance of nonstandard dialects. Students should be taught appropriate and acceptable patterns of speech. Functioning in the "real world" outside of the classroom is important and levels of competency in speaking appropriately is an expectation of society. In addition to a handicapping condition, the aspect of nonstandard dialects is an added dimension which further limits the student.

-- Known traditionally as the "melting pot" (America), cultural education is just another needed ingredient.

-- The use of nonstandard dialects from a survival standpoint in the culture is fine, but in the real world, Standard English will be necessary for good employment opportunities.

-- I feel we need to understand the nonstandard dialect. We must be aware of it when evaluating the student. However, I think we are wrong to continue the nonstandard dialect. In many cases, it would be like perpetuating poor English and the schools would be doing a disservice to the students in teaching the nonstandard dialect.

4. Recognizing cultural differences seems an important criterion for educators. How might it affect teaching productivity?

A. Benefits you see?

-- Being cognizant of cultural differences is mandatory for good teaching. Being aware of directionalities, emphasis, and cultural dilemmas or confrontations with the larger society help prepare the teacher and student to interact with rudiments of learning.

-- Teachers should be aware of cultural differences to better understand the children with whom they work. Taking for granted that middle-class values are a part of the child's value system is inappropriate. Teachers can be more productive if they understand the children.

-- All children are the same basically, in terms of the educational process. In recognizing cultural differences educators can ensure or make the education conform to the real world.

-- Recognition of the differences of children of minority cultures is very important to the teachers who work with these children. Teachers may often inadvertantly feel that a child is being negative or is unmotivated because of inappropriate behaviors displayed in a class which are appropriate in his home environment.

-- If the teacher is aware of cultural differences, teachers' jobs could be made easier. The teacher would be in a better position to evaluate the real progress of the student.

B. Parent involvement.

-- The district has an itinerant person who visits parents of bilingual handicapped students at least four times a year to translate programs and interpret communications and letters found to be confusing.

-- Parent involvement is always important when working with children and mandated by law.

-- Parent involvement will greatly improve school-home relationships because educators can do much to counteract the debilitating influence of the home and to annihilate negative attitudes of indifference parents have toward schools.

-- It is because minority children have had negative experiences in school that parents must be included and encouraged to be involved in their child's school program. Many times a parent may be willing to share information about their culture with teachers and the children in the class which will increase awareness and, in turn, the child's self-identity.

-- Parents are always a key. They need to understand what is going on in school in order to follow up. The parents must be made part of the overall program.

C. Teacher sensitivity.

-- Individuals who are not sensitive to the varying needs of children should not be in education. Needless to say, an insensitive person cannot be productive in dealing with the educational needs of children.

-- Being sensitized teachers should become better educators, persons and individuals.

-- Interaction between parents and teachers can increase teacher sensitivity. Inservice programs for teachers need to be directed toward cultural differences and understanding of children's need for acceptance.

-- Teachers have a difficult task before them. It is difficult enough to adequately teach our own culture but nevertheless teachers must be aware of the cultural differences and be prepared to deal with the differences.

D. Teacher training?

-- Teacher training is an important component of any educational program. You can expose teachers to cultural differences, however, I am not sure the training will effect the sensitivity.

-- Sensitivity and awareness of cultural differences should be a part of teacher training.

-- Inservice by persons from minority cultures would be most effective. The most valuable insight comes from those who have been there.

-- Training becomes essential in school districts wherein cross-cultural students exist. The district must be prepared to deal with the situation to head off potential problems. Teachers would have to go through inservice training programs. Programs would need to be set up to insure full inclusion of all cultures in the school districts system.

E. Problems in practice.

-- It is difficult to use educational criteria to change attitudes. However, successful models with teachers in educational and sensitivity training is critical.

-- Finding people who are capable of doing inservice for teachers may be difficult. Also, developing teacher sensitivity and thereby increasing productivity is not an easy task.

-- Problems come in many forms. Lack of bilingual teachers and money to implement training programs are key elements. Prejudice would also play a big part in the full implementation of any programs.

5. It is said that self-concept is highly related to motivation and success. What roles should parents and teachers play in this situation?

A. Parents as models.

-- Many students have difficulty formulating a positive self-concept due to their experiences in their own environment and the larger milieu they are subject to. Because a positive self-concept is important for learning, powerful and positive role models are a must. Models at home, at school, and even in the curricula must be available.

-- Children learn to perceive themselves as they are seen by their family. Many times minority families are in a low socioeconomic level. Parents have frequently had unsuccessful school experiences and are now not feeling successful in employment situations. Young children model themselves after their parents. Schools need to involve parents inplanning for educational programs and endeavor to "sell" parents so they want to encourage their children.

-- Parents play an important role by transmitting the sub-cultural values, beliefs, etc. to their children. Thus, a positive parent model can possibly result in a better child self-concept.

-- The parents are certainly role models for their children. Values, ethics and acceptable behavior are all learned first at home. Once in school, the children must have the reinforcement of the parents to the program at school.

B. Teachers as models.

-- I would say that a large percent of handicapped children, particularly those with nonvisible handicaps, may not have parents who can serve as appropriate models. In many instances it becomes part of the teachers' responsibility to serve as a model for these students.

-- Teachers can act as models only if they are able to have rapport and understanding with children. Sensitivity and acceptance of children is the first step.

-- Teachers can serve as role models when they transmit the dominant culture to their students.

-- A teacher does have a big responsibility. Like it or not, out of the home situation children seek to identify with what they are exposed to - their teachers. The teacher must be prepared to deal with the individual needs of their students on a fair and equitable basis. They must motivate their students to the full extent of their abilities.

C. Curriculum as models.

-- The curriculum should focus on positives. Successful persons with handicaps should be identified and shared with the students. Focus should be on success for each individual. Students should be made to see their successes creating a desire for continued success and the development of a more positive self-concept.

-- Some work has been done in developing curriculum which helps minority children and families feel proud of their heritage. However, this has only recently been done and previous curriculum was certainly detrimental to education of minority children - such as the history of U.S. and the description of the American Indian and the American Black.

-- Combine and reinforce teacher models and parent models.

-- If the curriculum in school reflects the needs of the students, the student could relate to the program. The student must learn that their cultural differences are something to be proud of and not to be ashamed of. Instead of trying to subdue differences, they would be used as a learning tool to help smooth differences of two cultures. If students learn what and why there are differences, they can learn to deal with each other.

D. Benefits you see.

-- A positive self-concept, motivation and success are all necessary to success. Parents and teachers should focus and build on these. Everyone likes to feel that he/she is accomplishing something. Many times this needs to be pointed out to students. Encouragement and positive reinforcement help students to feel good about themselves and hopefully improves their performance. Focus on the negative should be minimal.

-- Parents and teachers working together can certainly be the biggest motivational factorsin developing a child's self-concept.

-- Better education (realistic) will result in a better society.

E. Problems in practice.

-- Most minority students have seen themselves, perhaps until recently, only in minor roles in movies, books, etc., but much of that has changed. But until the quality of the educational program is adjusted, a framework of completion will not be established.

-- Parents and teachers alike, too often focus on negatives; behavior, achievement. Children do have a tendency to meet expectations of parents and teachers.

-- Lack of understanding on both sides - minority and majority.

-- Unless full cooperation is felt from teachers, students, parents and administration, there will be little chance of success.

6. Not much has been mentioned concerning the physical barriers to minority handicapped students.

A. Why?

-- In Section 504, physical barriers for minority handicapped are addressed - albeit not under that heading. Size and "pressure points" are considered and are of concern.

-- In the area of physical barriers it is difficult to separate minority from nonminority. All physically limited persons have the same limitations which are not specific to minority or nonminority.

-- Physical barriers to the minority handicapped child are little different from the barriers facing any handicapped child. The curbs are as high, the doors as narrow and the problems as great.

-- Probably because minority handicapped persons have not been vocal enough.

-- Cultural, socioeconomic differences might be the factors. Low income neighborhoods contain the most barriers and are the last to remove them.

B. What barriers do you see?

-- Same as the law states, yet the majority of minority homes pose the first physical barrier, due to low income housing (inaccessibility).

-- Buildings which are not accessible - transportation, parking and restroom facilities.

C. How do they relate to education?

-- Buildings must be accessible for a physically handicapped child to attend public school programs. This may mean making older buildings over; restrooms, drinking fountains, doorways, elevators, etc.

-- If the child cannot first of all get out of his home, which is not covered by the law, how can he/she get to school?

D. What role should teachers play in remediation?

-- Teachers should be aware and knowledgeable of the barrier-free design movement with the realization that the handicap is a "minority group" that anyone may join at any time!

-- Teachers must try to make the learning environment as equitable as possible to all students. Teachers must be on the lookout for the individual problem facing a child with a disability. For example, if a table needs to be raised to accomodate a wheelchair, blocks can be put under the legs.

7. How might vocational education be more practically prepared for minority handicapped people?

A. Vocational training?

-- Vocational education for the handicapped must be addressed. In this district, the handicapped have not had "their day in court" in terms of vocational opportunities, but that is changing. Programs will have to be adjusted in terms of prescriptions needed and the elitist concept often prevalent must be modified.

-- Assessment of skills in vocational areas. Child and parents need to be aware of all options available for training and efforts made to match ability with child's interests. Programs need to be developed to serve handicapped children which allow them to achieve at their maximum potential. Sheltered workshops alone can't do this.

-- In this area I feel that most limitations are not based on minority versus nonminority but focus is on the limitations placed because of the handicap. Programs should be expanded and entry and exit levels established throughout the curriculum. Stereotypes in job training should be eliminated. Programs and skill training should be broadened. Programs and skill training should be matched to the interests and capabilities of the students.

-- Training should emphasize special vocational sessions to minimize the handicapping conditions or differences. Trainees should be informed of job responsibilities, prepared for the world of work, including acceptance of supervision, personal appearance, personal hygiene, career opportunities, job hunting skills, and most of all the value of education. Perceiving alternatives and pursuing other means of nontraditional employment careers in training programs should also be included.

-- It seems as though there is a higher percentage of minority in the blue collar work force. Vocational training is therefore critical to them if this trend continues. Training must be adapted to the handicap of the student. Evaluation is critical so that the student is prepared for the highest possible trade. Equipment can be adapted, programs can be adapted if the school wants to include handicapped in vocational training.

B. Self-concepts.

-- Vocational programs need to be developed to train handicapped people to function as successful citizens. Many of the vocational programs available now do not allow persons to function in this manner.

-- Placing the minority handicapped in training programs designed to increase self-confidence and self-esteem can overcome a sense of hopelessness about the future due to disability and elevate him/her above present level.

C. Others.

-- Increase or incorporate on-the-job training. Provide students experience emphasizing their abilities and strengths.

8. How might Special Education be more practically prepared for minority handicapped people?

A. Vocational training.

-- Vocational training should not be limited to the last few years of school but should become Career Education and the concept infused in the curriculum K-12. How students feel about what they are being trained to do has an impact on how they feel about the training, the level of interest and subsequently how well they will perform.

-- Special Education must become uniquely sensitive to minority handicapped problems. Being a minority fosters societal concerns. Adding a handicap to the stigma is an added burden.

-- Vocational educators must be more committed to a handicapped persons capacity for educational development and strong advocates of human growth and of healthy independence in spite of the handicap. These attitudes in vocational training will give the minority handicapped student self confidence, security, and the energy to ride out the failures he/she will undoubtly encounter in their attempt to be functional members of their community.

B. Self-concept.

-- This additional burden affects the self-concept adversely and further feeds the inadequacies of self-worth.

-- Teach the minority handicapped child that there are three sides to every question; the "pro" side, the "con" side, and the "inside". Have the child deal with and know his/her capabilities and limitations well enough to be free in their actions and judgments.

C. Others

-- Special Education programs and processes must do a better job so that these students' skills reach an ultimate height - just for survival purposes.

9. School policies sometimes go overlooked with respect to handicapped and minority students. Policies related to grades, diplomas, athletics, etc., are examples. Policies both at the district and school level may be relevant.

A. Name school policies that might effect handicapped and minority students.

-- Presently, school policies under Title IX are designed to equalize and foster the opportunities of the handicapped. Title IX is presently operative.

-- Many schools have suspension policies that do not take into consideration a child's handicap, for example, suspension of a behaviorally disordered child may be reinforcing the inappropriate behavior.

B. Can they be corrected?

-- Re-evaluation of the child's IEP to assure that the special program is meeting the needs of the child.

C. What can teachers do?

-- Work with the administration to implement programs.

10. Additional issues you see.

-- To eliminate communication/language barriers within the education system that hinder the provision of services to handicapped minorities, more research funds should be provided, i.e., the development of less expensive T.T.Y.'s, the setting up of a system of increased usage of captioned media or visual aids, and counseling for parents of handicapped children.

Suggested Application Activities

1. Generate discussion among your students regarding problems they would experience in your classroom if they had a particular handicap. Perhaps you could break them up into small groups, assigning one to consider a hearing impairment, another to consider a visual impairment, a third group to consider the problems which might be experienced by the wheelchair bound, etc. Encourage your students to think of solutions to these problems.

2. For each ethnic, racial, or cultural group represented by your students, present a discussion of a figure who has made a significant contribution to human development. If possible, have your students carry out this activity.

3. What provisions are made by the local district with regard to vocational training of the handicapped? If there is a vocational/technical program and if so which students are served by this program? What skills are taught through this program?

4. Plan a "mental" field trip with your students to a public facility, e.g., a shopping mall, a grocery store, a library, etc. Prompt your students to make note of barriers to different handicapped populations that might be found.

5. Other

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CHAPTER VIII

SCHOOL POLICIES AND THE EDUCATION OF MINORITY HANDICAPPED CHILDREN

Objectives: When you complete this unit you should be able to:

(1) Describe the basis for educational rights of school-aged children as delineated by law.

(2) Define "normalization" as it relates to education.

(3) Relate the assessment process to the early intervention of high-risk children.

(4) Explain the purpose of the IEP and why they help insure provision of an appropriate education for handicapped children.

(5) Define the least restrictive environment concept and apply it to the rights of handicapped children.

(6) Report the dangers inherent in excluding and suspending children receiving special education and some possible alternatives.

(7) Describe the problems and procedures that insure minorities, handicapped persons, and women do participate in extra-curricular school activities.

(8) Consider the problems and implications of alternatives in grading students enrolled in special education classes.

Attitudes, expectations, and even values are in a state of rapid change in the United States today. What was long taken for granted is now questioned and challenged. In many respects, the "old" ways of dealing with social problems are no longer accepted. People are asserting their rights, i.e., women and ethnic minority groups. For those people who cannot speak for themselves, such as children and often the handicapped, their parents and the special interest groups often speak for them.

Although many people believe that public education in America is free and open to everyone, this has not been equally true for handicapped children. As mentioned previously, ordinary educational opportunities provided by the schools have traditionally tended to neglect or exclude children with special needs, for example, the mentally, physically, and emotionally handicapped, the gifted, and the people of socioeconomic and cultural differences. It was estimated that in America there are about seven million handicapped children and youth, and of these, one million receive no educational services at all (Weintraub, Abeson & Braddock, 1971; Goodman, 1976). Further, only 40% of these children are receiving appropriate services that they need (Weintraub, Abeson & Braddock, 1971).

During the past ten years, the legality of denying a public education to handicapped children by exclusion, postponement, suspension, or any other means, was being challenged. Many professionals, including educators, have argued for egalitarianism in the treatment of handicapped citizens. The arguments are couched in the term "normalization". Turnbull & Turnbull (1978) explained normalization as a proposition that handicapped persons should live and be treated as non-handicapped persons as much as possible. The hypothesis is that the differences between handicapped and non-handicapped people can be reduced by minimizing the degree to which they are treated differently. One step in minimizing those differences is to acknowledge that the handicapped do have an equal right to an education. The decision in the landmark case, Pennsylvania Association for Retarded Children vs. Commonwealth of Pennsylvania (1971) and Mills vs. Board of Education (1972) affirmed the right of all children to equal educational opportunity. These decisions became essential components of the foundation of the normalization movement, comprehensively defined in P.L. 94-142.

> "Expert witnesses testified, focusing on the following major points:
>
> 1. The provision of systematic education programs to mentally retarded children will produce learning.
>
> 2. Education cannot be defined solely as the provision of academic experiences to children. Rather education must be seen as a continuous process by which individuals learn to cope and function within their

> environment. Thus, for children to learn to clothe and feed themselves is a legitimate outcome achievable through an educational program.
>
> 3. The earlier these children are provided with educational experiences, the greater the amount of learning that can be predicted.
>
> The order provided that the state could not apply any law which would postpone, terminate, or deny mentally retarded children access to a publicly supported education, including a public school program tuition or tuition maintenance, and homebound instruction." (PARC vs. Commonwealth, 1971).

Some time later this was essentially confirmed in the Mills case.

> "The plaintiff children ranged in age from 7 to 16 and were alleged by the public schools to present the following types of problems leading to the denial of their opportunity for an education: slight brain damage, hyperactive behavior. epilepsy and mental retardation with an orthopedic handicap. Three children resided in public residential institutions with no education program. The others lived with their families, and when denied entrance to programs were placed on waiting lists for tuition grants to obtain a private education program. However, in none of these cases were tuition grants provided.
>
> On August 1, 1972, U.S. District Judge Joseph Waddy issued an order and decree providing:
>
> 1. A declaration of the constitutional rights of all children, regardless of any exceptional condition or handicap, to a publicly supported education.
> 2. A declaration that the defendant's rules, policies, and practices which excluded children without a provision for adequate and immediate alternative

> educational services and the absence of prior hearing and review of placement procedures denied the plaintiffs and the class rights of due process and equal protection of the law", (Mills vs Board of Education, 1972).

School policy barriers to the provision education services have also been encountered by ethnic minorities. In the cases of Brown vs. Board of Education; Briggs vs. Elliott; Davis vs. County School Board; and Gebhart vs. Belton, the plaintiffs were the parents of Negro children of elementary and/or high school age residing in local districts. They brought actions in the Courts to remove the segregation of Blacks and Whites in public schools. In each of these cases (excluding the Brown case), the court found that segregated Negro schools were inferior facilities with respect to physical plant, curricula, and transportation and thus, an inferior education was being provided for black children.

In addition to the cases just mentioned, many interested groups (e.g., parents, educators, community organizations, and officers at state and national levels), have acknowledged the existence of discriminatory school practices and acknowledged that direction should be provided. Unfortunately, advocation for change and setting policies has been demonstrated easier than actually creating changes. The due process proceddures of P.L.94-142 and the influence of Section 504 of the Rehabilitation Act clarify educational rights, placement decisions, and acts of individuals. To be effective, however, the compliance and cooperation of teachers, administrators, and support personnel are required to alter the manner in which both the emotional and instructional needs of minority groups and/or handicapped children are met in special education programs.

Areas of Concern

Right to an Education. Education is the right of all children. The principle is based on the philosophical premise of democracy that every person is valuable in his own right and should be afforded equal opportunities to develop his or her full potential. Thus, representatives of handicapped students claimed that handicapped children have the same right to education as non-handicapped children. However, very often, they point out that even among handicapped children, some are furnished an education while others are not. The right-to-education cases have supported,whether the subject is handicapped or not, that a state undertakes to provide a free public education system for its school-age-citizens. Denying handicapped students on the basis of students' unalterable and uncontrollable traits---their handicap or race or sex---an opportunity to attend school or assigning them to inappropriate special programs or segregated schools are against the equal protection of the law.

The theory of equal protection has been interpreted quite differently recently and can be understood in terms of claims for the handicapped to "differing resources for differing objectives". Under this approach, the right to education for handicapped students means that the schools must furnish all handicapped children equal opportunities to develop their own capabilities. Thus, schools are required to provide different programs and facilities for pupils with different needs. Namely, it includes the right to compensatory education when a handicapped student has been denied an equal educational opportunity during his school-age years. In this case, education in private schools must be at no cost to the parents if the public school refers the students to such schools or facilities as a means of carrying out the requirement of P.L.94-142. Transportation is another issue to be covered under the equal protection doctrine of the Fourteenth Amendment. In a reported case (Re Young, 377 N.R.S. 2d 429. Family Ct., St. Lawrence Cty., 1975) a county school system was ordered to pay the full round-trip costs for transporting a physically handicapped child from home to an appropriate program outside his community despite the $56.78 daily cost.

In regard to free public education, the Board of Directors in Kansas City, Missouri School District state: (1) that all children are entitled to learn according to their abilities, the facts and skills necessary to prepare them for a full, satisfying and productive life, (2) that a system of free education is necessary for the development of a democratic citizenry and the maintenance of our national ideals, (3) that educational opportunity must be offered on an equal basis. That is, to provide, furnish, and make available equal, nondiscriminatory opportunities and facilities for all students regardless of race, creed, national origin, color or sex (Policies: 7220;8105).

Both Section 504 and P.L. 94-142 require the elimination of architectural barriers. Local districts need not make each existing school accessible to the handicapped if programs "as a whole" are accessible. However, the districts may not make only one facility or part of a facility accessible if the result is to segregate handicapped students. Schools can instead redesign equipment, reassign classes, or their services to accessible buildings, and make aids available to students (Turnbull & Turnbull, 1978). In an effort to comply with Section 504 of the Rehabilitation Act of 1973, the Kansas City, Missouri School District requested that all principals of elementary, junior, and senior high schools evalucate their respective buildings in behalf of handicapped persons. All architectural barriers were so identified and scheduled to change (see Table 13 Chapter VII).

Identification, Testing, and Placement. Most educators agree that the earlier the child's problems are identified and services provided, the greater chance this child can achieve. Thus, each state board, local districts must conduct an annual program to identify, locate, and evaluate all handicapped children residing in their respective jurisdictions. Identification of handicapped children is so important that it can also be viewed as a prerequisite to planning, programming, and implementing the education process. In light of past school practices that tended to exclude the most severely handicapped children, directly or by ommission, a function of slow and ineffective procedures, it is significant that identification procedure should be operated in an extensive manner to include all children, (see screening, Chapter III). Past voluntary enrollment of handicapped children by their parents was by no means adequate because many parents were not aware of the child's special needs, their chronic health problems, or available forms of assistance. This has been especially true for minority and ethnic groups.

Research reviewed in Chapter 3 pointed out that testing practices in schools have penalized students from culturally diverse backgrounds and caused an unbalanced proportion placed in special education programs, particularly classrooms for the mentally retarded. While the P.L. 94-142 rules which emphasize protection in testing, have decreased the placement of minorities in classes for the mentally retarded, there is some evidence to support a marked increase in Black's placements into learning disabilities classes overall (Tucker, 1980). Thus, a new form of the old problem remains with us.

As discussed in Chapter III, P.L.94-142 was a milestone with respect to the principle of non-discriminatory testing. It requires three strategies to be followed: (1) testing of materials and procedures used for evaluating and placing handicapped children must be selected and administered so as not to be racially or culturally discriminatory, (2) such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so and (3) no single procedure shall be the sole criterion for determining an appropriate educational program for a child. For these reasons, it is important for educators to establish monitoring procedures to protect minority children from improper testing, misclassification, and inappropriate placement.

School systems whose students represent a range in cultural diversity must consider hiring psychologists, teachers, and interpreters who reflect the cultural make-up of the school. Other considerations include the establishment of regional and ethnic norms (the 1972 Stanford-Binet, and WISC-R), the test-train-retest model (Budoff, 1972), pluralistic evaluation, (SOMPA) the use of multi-faceted assessment techiques, and design of educational programs to meet the skills and needs of these students.

Implementing the IEP and Least Restrictive Environment. Being placed in a special education program does not ensure the child will receive an appropriate education. The requirements of placing handicapped children in the least restrictive environments and providing them with individualized education programs are devices which maximize students' educational success. These requirements have been well defined in P.L. 94-142. Thus, implementing an Individual Education Plan (IEP) in the least restrictive environments in public schools are major tasks for administrators and teachers. Their success or failure here will directly affect the education of handicapped children.

An effective implementation of an IEP does not rely only on the special education teacher who handles the student, instead it involves the effort of a system-wide task force comprised of the principal, special education director, curriculum supervisor, regular teacher, school psychologist, counselor, and parents, in addition to the special education teacher. For the best effect, the person who will have ultimate administrative and supervisory responsibility for IEP development and implementation in the school system should be designated as early as possible. The qualification of this person should be carefully examined for his/her competencies and will greatly influence the final product.

The format of the IEP is important (See examples on following pages). The format can immediately convey to school personnel the value the systematic and detailed fashion and contribute to successful implementation of IEP requirement. Some state boards of education strongly recommend that all Districts use a uniform format, since uniformity will simplify the state's job of monitoring the procedures of the District. Other states only suggest a model that might be followed; but encourage the Districts to design an IEP format that is best suited to them. When forming policy on this topic, both should work closely together to design a format that is educationally meaningful to the child and self-explanatory to all school personnel.

The Courts have realized the important aspect of equal educational opportunity. In the cases of Pennsylvania Association for Retarded Children vs. Commonwealth of Pennsylvania (PARC)(1971), Lebanks vs. Spears (1973), and Maryland Association for Retarded Citizens vs. Maryland (1974), there was ample evidence of functional exclusion and misclassification resulting in inappropriate placements in special education programs.

The least restrictive environment policy under P.L. 94-142 and P.L. 93-380 states that procedures must assure, to the maximum extent appropriate, that handicapped children are educated with children who are not handicapped. Special classes, separate schooling, or other removals of handicapped children from regular educational environments must occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

INDIVIDUAL EDUCATION PROGRAM: TOTAL SERVICE PLAN

Student's Name Gregorio Ethnic Code ______ Pupil # 314901

School Smith Birthdate 11-29-72 Grade Delayed

Present level of educational performance: Gregorio is enrolled in a self-contained delayed language classroom. His receptive language skills are seriously delayed and his expressive skills lack many of the syntax structures expected at his age. He is completing Houghton Mifflin Signposts and Heath Math Book 2. Gross motor skills need developing and his weight should be reduced.

Annual Goal(s)

1. Communication: Gregorio will learn the reading skills in Secrets and Rewards to convert appropriately difficult printed language into oral language with reasonable fluency, pronunciation, and comprehension.
2. Numerical-Science: Gregorio will learn the basic math concepts of Heath Math Book 3.
3. Social-Vocational: Gregorio will participate actively in group games and will engage in cooperative play with the others during free time periods.
4. Psycho-Motor: Gregorio will improve manuscript writing, and gross motor skills of hopping, jumping, skipping, and running.
5. Self-Help: Gregorio will learn to count money with pennies, nickels, dimes, quarters, half dollars and dollars.

Goal Number	Specific Educational and/or Support Services	Implementer	Begin Date	End Date	Review Date
1	DL Classroom*	DL Teacher	9/81	6/82	4/82
1	Speech Therapy	Speech Teach.	9/81	6/82	4/82
2	DL Classroom	DL Teacher	9/81	6/82	4/82
3	DL Classroom	DL Teacher	9/81	6/82	4/82
4	DL Classroom	DL Teacher	9/81	6/82	4/82
5	DL Classroom	DL Teacher	9/81	6/82	4/82

Type of Educational Placement: DL Classroom - Mainstream for reading/math

Percent of Time in Regular Program 15%

Name of IEP Committee Members:	Title/Position	Dates of Meeting
Jane Doe	Speech Therapist	4/1/81
Mary Thorton	Principal	5/11/81
Joe Carnal	LD Teacher	5/11/81

*DL = Delayed Language Classroom.

INDIVIDUAL EDUCATION PROGRAM: INDIVIDUAL IMPLEMENTATION PLAN

Student's Name Gregorio Birthdate 11-29-72

School Smith Date June 1980

Goal Statement:

Gregorio will use and understand basic word concepts in his everyday speech.

Implementer's Signature: Jane Doe, Speech Therapist

Short term instructional objectives to obtain goal(s):

1. Gregorio will understand and use the words: center, as many, side, beginning, other, and alike in sentences or connected speech.
2. Understand and use the words: matches, always, medium sized, right, zero and above in sentences and connected speech.
3. Understand and use the words: every, pair, skip, equal, in order, third, and least in sentences and connected speech.

Behavioral Objectives	Methods & Materials	Begin Date	End Date	Objective Outcomes
Know the meaning and the usage of the words: center, as many, side, beginning, other and alike in sentences with 92% accuracy.	Word Puzzles Word Lists and Games	9/80	11/80	
Know the meaning and the usage of the words: matches, always, medium sized, right, zero, and above in sentences with 92% accuracy.	Picture Cards Word Exercise Sheets	11/80	3/81	
Know the meaning and the usage of the words: every, pair, skip, equal, in order, third, and least in sentences with 92% accuracy.	Tape Recorder	3/81	6/81	

SPECIAL EDUCATION SECTION

INDIVIDUAL EDUCATION PROGRAM: INDIVIDUAL INPLEMENTATION PLAN

Student's Name Gregorio Birthdate 11-29-72

School Smith Date May 1, 1981

Goal Statement:

Gregorio will learn the reading skills in Secrets and Rewards to convert appropriately difficult printed language into oral language with reasonable fluency, pronunciation and comprehension. He will give appropriate answers to 'wh' questions. Use appropriate syntactical structures in verbal language.

Implementer's Signature Jane Doe

Short term instructional objectives to obtain goal(s):

Gregorio will decode basal words to read with fluency and pronunciation, demonstrate comprehension of material read, give appropriate answers to 'wh' questions - what(object), where(place), when(time), who(person), use third person, past, and modal verb tenses, use third person plural, and reflexive personal pronouns, use negatives, (can't, don't, won't, isn't), use 'wh' questions and interrogative reversals.

Behavioral Objectives	Methods & Materials	Begin Date	End Date	Objective Outcomes
After learning basal words, will read with fluency and expression to teacher satisfaction 9 out of 10 times.	Reading Groups Word Cards Readers	9/81	6/82	
After reading, will demonstrate comprehension of material read by answering questions and completing worksheets with 90% accuracy.	Reading Groups Readers Worksheets	9/81	6/82	
Following language training, will give appropriate responses to 'wh' questions, what(object), where(place), when(time), who(person), with 90% accuracy.	Developmental Language Lessons - 'wh' Questions Picture Cards	9/81	6/82	
Following language group activities, will use appropriate syntactical structures with 90% accuracy in conversation.	Language Groups Developmental Language Lessons Language Samples	9/81	6/82	

At the school level, implementing the least restrictive environment requires a systematic plan which includes a clear "least restrictive" concept for all faculty members. Certainly, the least restrictive doctrine does not mean regular class placement is the best placement for every handicapped student, regardless of the severity of his condition. And placing a handicapped student back in the regular class will probably bring him more harm than good if he is not prepared.

Effective implementation of least restrictive policies always result in the creation of new alternatives within the school system. The continuum from regular class to learning center in regular schools to residential settings represents a broad range of educational programs that can be available to meet the individual needs of exceptional students. School systems that lack a sufficient number of handicapped students to warrant the full scale development of a program may contract with other nearby school systems to develop joint programs.

Exclusion and Suspension. Prior to the PARC case in 1971, public schools often excluded children of "insufficient" mental and physical ability from school. These exclusions were based on the existing laws and were considered legal and appropriate. Generally, these laws excluded children in the following ways:

> Children with bodily or mental condition rendering attendance inadvisable...(Sec. 14.30 Alas.Stats.)
>
> A child's physical or mental condition or attitude is such as to present or render inadvisable his attendance at school or his application to study...(NRS Sec. 392.050)
>
> Blind, dumb, or feeble minded children for whom no adequate provision has been made for instruction by the school district...(VACS. Art. 2893)

Other more subtle exclusion policies have included the practices of (1) functional exclusion and (2) tuition grant programs. Functional exclusion occurs when programs are inadequate or unresponsive to the student's needs such that he/she cannot substantially profit from them. This can be counted as another example of inapppropriate placement. The purpose of tuition grant programs is to enable the state and/or local education agency to provide public funds to parents for purchase of private education programs when appropriate public programs are not available. The program, nevertheless, has the potential for wealth discrimination and exclusion because frequently the available amount of public funds is insufficient to cover the full cost of private tuition. If the family is unable to pay the difference, the child is still subject to exclusion or inappropriate placement (Abeson, Bolick, & Hass, 1976; Turnbull & Turnbull, 1978).

The right to education principle makes clear that when a state undertakes to provide education for any child and does so through the use of public or private programs as a matter of public policy, then the state must assume full financial responsibility for all children. In 1980, the purported purpose of the public school was to provide every child with the opportunity for a free, public, and appropriate education. This policy makes it clear that the only way to help the child of "insufficient ability" is to give him more individual assistance. By suspending or excluding him from school is not to solve the problems of the child, but those of the school. For example, truancy is the classic cause for suspension. But ordering the student to stay away from school frequently does not punish him, because he is not coming to class anyway.

Silas (1979) reported that during the 1978-79 school year, 548 students at elementary, junior, and senior high levels were suspended in Kansas City School District. Of these 548 suspensions, about 456 involved minority students (83%). If we compare 83% with the total enrollment of minorities in the same district (72%), we will find that the suspensions of minority students are 11% higher than in proportion. Does this mean minority students are more or less troublemakers? Might suspension involve any misinterpretation of behavior and value due to cultural differences? Wayne Dotts, the district's assistant superintendent of secondary instruction and coordinator of the Student Adjustment Center (SAC) program, said the educational system itself is to blame for 80 to 85 percent of its problems with students because it is not meeting their varied individual problems and needs.

Some school districts have tried time-out rooms for students with discipline problems. In the Kansas City School District, "Student Adjustment Centers" are being tested in all junior and senior high schools as an alternative to suspension. A student who normally would be suspended automatically will be referred to the center. In the center, the SAC teacher then will talk with the student, confer with the classroom teacher, parents and others to try to solve the student's problem.

Thus it is important that state and local districts, in addition to establishing appropriate systems for the delivery of services, insure removal of obvious/inobvious discriminatory provisions in their laws and regulations (i.e., exclusion for the handicapped children in public education). They must create new legal and administrative policies to reflect the intent to educate all children (Weintraub, Abeson, Ballard, & LaVor, 1976; Silas, 1979).

Instructional Goals and Extracurricular Services. Schools are places for multiple purposes. Generally speaking, they are for intellectual development and social adjustment. In responding to individualized and appropriate education for handicapped individuals, many Districts will probably have to redefine their curricula goals. Many severely and profoundly handicapped children, for example, may never learn the traditional content of school programs. The major goals for them may be then in the areas of self-care, language, motor, social and vocational skills. In realizing the priorities of student's needs, teachers should plan and work closely with parents in order to make this expectation more realistic.

It is also the regulations under P.L.94-142 and Sec. 504 which require schools to provide handicapped students equal opportunity to participate in nonacademic and extracurricular services and activities. They are to have access to meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups, and clubs. In providing or arranging for the services, schools must also insure that each handicapped student participates with non-handicapped students to the maximum extent appropriate (Sec. 121 a.553; Sec. 84.37).

The policies of Kansas City Missouri School District for example state "Student activities have an important function in the total program of a school. Faculty supervision or leadership, parental support, and community interest are essential to the success of these programs"(Policies: 7138).

It is true that through student activities, teachers can have a better chance to know and look at their students from different perspectives. More importantly, students can have an opportunity to develop their special talent, interest, personality, friendship, and self-awareness. Participation in these kinds of school activities, such as athletic competition, field trips, and social events that reflect unique social learning experiences, has an important impact on minority and handicapped children, just as they do for other students. Exclusion from these areas as in the past can no longer be condoned.

The attitudes of faculty members within the school are obviously influential here. Many non-handicapped students are likely to model the attitudes and behaviors of faculty members. Thus, the way teachers act particularly with minority and hancicapped students, will hinder or facilitate other students perception of this minority group. Furthermore, these types of activities can also be a resource to the improvement of schools and reduce cultural, generational, and authority barriers to communication.

<ins>The Grading System</ins>. Since there is no legislation at the state level mentioning the grading system, and every educator in a District will have his/her own viewpoint, this issue is decidedly a local problem between the principal, the special education teacher, and regular education teacher. For example the grading policy in the Shawnee Mission Kansas School District, Shawnee Mission, Kansas, is:

> ....All teachers should consult their principal to determine his view on assigning grades to special class students enrolled in regular classes. If necessary, a statement can be made in the comments section indicating that the grade(s) are based on the student's ability level.
>
> Daily Grading: Grading on individual student's papers should be positive (Special Services, 1979).

While grading according to (1) the student's ability level, (2) the performance of the whole class, or (3) or by some other means, may not make much difference to the teacher, it may affect the child and the child's future opportunities immensely. The grade(s) that the child receives in the short term will directly affect his/her motivation, self-esteem, and awareness and in the long term eventually change his/her whole school life with respect to jobs and future education. Grading in special education should definitely be positive and it is also the teacher's responsibility to inform the parents of the rationale for assigning grades for their children, no matter on what basis.

Similarly, diplomas given for various tracts of training eg., regular vs. special education, will have an immense impact on the students future employment and educational opportunities. Policies at this level should focus on student abilities, avoid the transmission of labels, and positively represent the students degree of attainment.

Parental Involvement. The nature of parental involvement in special education has traditionally been more extensive than the teacher-parent relationships in regular education. Nevertheless, there are still some parents of handicapped children, particularly those from low socioeconomic group and minority culture, who do not know much about their rights and responsibilities in educating their children. P.L. 94-142 clarified this point by mandating and proscribing parental involvement. Parents are required to participate in the education of their children.

Parental involvements are essential to children's success. Parents are always valuable sources in obtaining various information, like students' medical and developmental records, adaptive behaviors, social relationship with peers and siblings, cultural background, and language dominance. They also help determine the skills and programs the child should have. Parents are mandated to be involved from the very beginning through placement and the monitoring the child's progress.

Strategies for informing parents about their role in the IEP must be planned and carried out by the school. For those parents who cannot come for IEP meetings because of their working schedule, those who do not read, or cannot understand the English language (e.g., minority groups with different language background), special arrangements must be provided. For instance, use an interpreter, evening meetings, or meeting at the parents' home, must be considered.

In regard to the least restrictive placement or mainstreaming, some parents of handicapped children may be extremely reluctant to give up the special class education programs, wherein their children can get the most individual attention. Other parents might wish their handicapped children to remain in regular classes even though it is clearly inappropriate to them. Moreover, parents of non-handicapped children may be afraid their children will pick up inappropriate behavior from mainstreaming handicapped peers. Thus, parents and interested community advocates should be informed about the principles of least restrictive placement and the implementation plan for their local schools. They should contribute to the goals in these areas. Last, but not least, parents should be informed about their rights to due process hearings which assure that both the District and parents are doing their best to furnish the children with an appropriate education.

Summary

This chapter has considered aspects of school policies that have in the past and currently may serve as barriers to students receiving an education and equal opportunity to receive an education. Without reviewing the law in detail, principles of P.L. 94-142 were presented including the right of handicapped children to an education, testing and placement, the individual education plan, and the least restrictive environment. These were reviewed as dimensions of school policies both historically and currently. Other areas included exclusion and suspension policies, instructional goal differences, extra-curricular activities, grading and parental involvement. This chapter was designed to form the basis for school faculties to review their own school policies with respect to minority and handicapped children with an effort at detecting and eliminating policies that hinder equal education opportunity.

Review Questions

1. Briefly describe the principle of free public education offered in the United States and to whom does it apply?

2. How can identification procedures effect the education of handicapped children?

3. What is an IEP and how does it insure equal educational opportunity?

4. Describe the concept of "least restrictive placement" and support its use with minority handicapped children.

5. What alternatives, other than suspension, may school districts consider to use?

6. How do extracurricular activities affect minority handicapped children?

7. What impact does the grading system have for handicapped children in the short and long term?

8. How can parental involvement and participation change the handicapped child's education?

Issues to be Discussed

1. P.L. 94-142 declares a free and appropriate public education to all handicapped children. In what ways have old policies and procedures changed at the local school level to enable full inclusion of handicapped persons in an equitable and pluralistic program?

2. An I.E.P., required by law, specifies instructional objectives and indicates what special education and related services the child needs. How might it be more productively used to assure:

   A. Transportation of the handicapped.
   B. Pluralistic educational experiences.
   C. Supportive services, such as physical therapy, counseling, and recreational services, etc.
   D. Development of social and athletic educational experiences for the handicapped.

3. Compulsory attendance laws sometimes become the basis for exclusion of handicapped children from public education. How might it affect the minority handicapped children?

   A. What problems do you see as a professional in this field?
   B. What problems do you see as a parent of a handicapped child?
   C. Current trends in the Kansas City School District.

4. Suspension is another way of removing students, usually with behavior problems, from school.

   A. What advantages do you see?
   B. What disadvantages do you see?
   C. Problems in current practice.

   During the last school year, over 82% of the suspension cases in the Kansas City School District involved minority students.

   D. What does this mean to you?
   E. Any corrective action to suggest?

5. It is the Kansas City School District's policy (policies 7136; 7138) to encourage students' participation in instructional planning, in devising regulations for student conduct, and in maintaining an educational climate free from interference and interruption.

5. (Continued)

   A. What advantage do you see in educating handicapped children?
   B. What advantages do you see in educating minority children?
   C. The problems in current practice?

6. In grading the handicapped children, especially in mainstreamed classes, what alternatives do you see in your district? And what are their advantages and disadvantages?

7. Are equitable provisions made for women, minorities, and handicapped persons to participate in social and athletic functions?

8. Has there been or is there a procedure for frequent policy review at the district and school levels to insure that new direction and current practices are reflected in formal school policies?

9. What inservice training efforts have been made today with administrators and teachers with respect to these issues and P.L. 94-142?

10. The law requires parent participation in the education of handicapped children. What implication does it have for school and the children?

Area: School Policies

Issues Report

Name: ______________________

Date: ______________________

Instructions: Please prepare written comments in response to each item beforehand reflecting your ideas and opinions. The notes will be used in the discussion.

Previous Discussion Points for School Policies

1. P.L. 94-142 declares a free and appropriate public education to all handicapped children. In what way must old policies and procedures change at the local school level to enable full inclusion of handicapped persons in an equitable and pluralistic program?

-- For the past three years the Kansas City, Missouri School District has employed a former Special Assistant to the Superintendent to continually up-date policies and procedures of change in the District. Over the last year and a half, Dr. Jasper Harris has been in contact with this individual and the policies and procedures for assuring that the handicapped receive a free and appropriate public education in concert with an equitable and pluralistic program have been developed. Therefore, we can realistically state that the mandates of P.L. 94-142 are part and parcel of the policies and procedures of the Kansas City, Missouri School District.

-- Old policies and procedures would not necessarily have to change. Old policies and procedures should be such as not to discriminate against any student and that the handicapped should have a free and equal education which will enable the students to learn to maximize their fullest ability.

-- The Board Policy mentioned in the chapter was adopted 7-15-78 and does not address the equal educational opportunity for handicapped students. It would be beneficial to have this written in Board Policies. In the statement of assurance, for P.L. 94-142 in the district's compliance plan, 1.(a) states that "All handicapped children have the right to a free appropriate public education" however, it does not appear in the policies. In the Kansas City School District many procedures for the placement of students in special programs have been updated since the passage of P.L. 94-142 to assure an appropriate program in the least restrictive environment.

-- Establish policies that allow opportunities of all students to participate in programs which allow them to grow academically, socially and emotionally. Programs in athletics and social or other extra curricular activities could be established for handicapped students based on their needs and abilities. For instance, handicapped students may be unable to participate in school dances or proms but they can enjoy concerts or school clubs, if encouraged to attend. Special intramural programs could be organized if there were enough students to warrant this. Physical fitness clubs could be organized with handicapped working with nonhandicapped. (Adaptive PE teacher could organize this).

-- Policies should guarantee handicapped persons an equitable and pluralistic program at the local school level. It should be implicit that the educational needs of all handicapped students be kept under continual review and monitoring and that provisions be changed to meet their changing needs.

-- Since the passage of P.L. 94-142, I believe local educational agencies (LEAs) have been required to submit to the state education agencies (SEAs) plans of how they will comply with the mandates of the law. This has caused LEAs to re-evaluate their referral and placement systems for handicapped children to include provisions such as:

(a) Provide modification and/or instructional improvement in the regular classroom prior to referral of the child.

(b) Obtain parental permission prior to initiating individual evaluation procedures and inform parents of the purposes of the evaluation, tests to be used, and uses to be made of the results.

(c) Involve parents in the decision making process on the placement of their child.

(d) Inform parents of their due process rights.

(e) Maintain a written IEP for each handicapped child which must be reviewed at least annually.

(f) Provide for free and appropriate education for all handicapped children.

(g) Assure that the child is placed in the least restrictive environment.

(h) Assure that decisions about placement and management of the handicapped child are based on a team effort rather than an individual basis.

2. An IEP, required by law, specifies instructional objectives and indicates what special education and related services the child needs. How might it be more productively used to assure:

A. Transportation of the handicapped.

-- Transportation for the handicapped is assured by state and local school district laws and mandates. All Special Education students are picked up at their door and delivered to their schools. The school district is reimbursed at approximately 80% of the cost surrounding the transportation of the handicapped.

-- IEP could include transportation as a related service and specify certain needs of the student (i.e., aid on the bus, lifts, seating, etc.).

B. Pluralistic educational experiences.

-- Pluralistic educational experiences are encompassed in IEP and the least restrictive environment concept and opportunities for these young people to participate in all the extra curricular activities within the school district experience are provided, not only in Title IX, but as a part of the P.L. 94-142 through legislation.

-- I am not sure it could be realistically done.

-- By law, the educational goals for the student must be written in the IEP. If related services are needed they too should be a part of the student's IEP. Pluralistic educational experience, social and athletic educational experiences should be a part of the curriculum available to all students.

-- While pluralistic educational experiences are not mentioned specifically, it does state that the list of related services is not an exhaustive one and may include cultural programs, art, music, dance therapy, etc., if they will enable the handicapped child to benefit from special education.

C. Supportive services, such as physical therapy, counseling, and recreation services, etc. These services should be addressed specifically.

-- To assure increased productivity, specialized investigations and follow -ups of IEP tests, data should be aggressively pursued through increased interfacing with appropriate social service providers.

-- Supportive services, such as physical therapy, counseling, and recreation services, if built into the IEP, are a part of that student's educational program. If services cannot be provided within the School District, per se, the services are contracted at medical centers, etc., so that the children will receive appropriate services.

-- If the areas mentioned are of a concern to the handicapped student, a remedy could be written into the IEP. Through the evaluation process the IEP will be developed. It is the needs of the individual child that must be considered and resolved.

-- It is true that the IEP specifies instructional objectives and indicates the special education and related services the child needs. However, in order for the IEP to be more productive in providing these needs, I think special education teachers as well as regular classroom teachers need to be sensitized to some of the pluralistic educational and social needs of various groups of handicapped children. Since all handicapped children are assured of a free and appropriate education, and since the IEP, which indicates the special education and related service needs of the child, defines appropriateness, then the child's transportation needs, physical education needs, and supportive service needs should be specified in it.

A number of writers have made suggestions as to what it will take for handicapped children to fully reap the benefits of P.L. 94-142 and the court cases that preceded it. For example, Gilhool (1976) suggests that "...if the directions taken by the special education (court) cases are to be fully realized, general education, to which special students shall be integrated, must itself take on characteristics of individualization." (p. 13).

D. Develop social and athletic educational experiences for the handicapped.

-- The development of social and athletic educational experiences for the handicapped are assured them through the Title IX and through P.L. 94-142 legislation. Where handicapped children want to participate, the opportunity to do so is provided.

3. Compulsory attendance laws sometimes become the basis for exclusion of handicapped children from public education. How might it affect the minority handicapped children? (A) What problems do you see as a professional in this field? (B) What problems do you see as a parent of the handicapped child? (C) Current trends in Kansas City School District.

-- This reviewer is not sure that he understands question No. 3 because all children are supposed to be provided an education from age 5 through age 20 and I guess I do not quite understand the question in terms of how compulsory attendance laws can sometimes be the basis of exclusion of handicapped children from public education. Personally, I feel that compulsory attendance laws have been a "shot in the arm" and a supportive gesture and posture for the handicapped because it forces the public institution to provide the services and educational programs needed. Where the district does not have programs for handicapped children, these children are contracted out whether they are minority or nonminority. I think the trend in the Kansas City, Missouri School District is such that these children are given an appropriate, free, educational experience.

-- I do deal with this problem and I'm not a professional in this field. If the compulsory attendance laws do indeed become a basis for the exclusion of handicapped children from an education then the laws must be changed. The push, however, is to get more students and not to exclude some students.

-- I'm not clear on this statement. If you mean that students are suspended for nonattendance, I don't see any advantages and surely a similar problem as with suspension for behavior problems. A student must be present to benefit from the educational program. When students are suspended to Pupil Services, a member of the Placement Team sits in the hearing. In order for a placement to be changed there must be documentation that the current special placement is inappropriate. With a current re-evaluation and the proper documentation the student's case is reviewed by placement for an alternative program.

-- All problems of handicapped children are superimposed upon the minority handicapped child in that most minority parents are apathetic or totally indifferent toward schools and teachers and also present public education is not a top priority for them, and the child suffers because parents feel daily school attendance will not prepare the minority child to function in the real world.

-- Prior to the *PARC* case and the *Mills* case, a child could be excluded from school under the compulsory attendance laws if he was considered to be mentally or physically unable to benefit from the school program or if his behavior was such that it endangered his life or the lives of others. With the rulings of the mentioned cases and enactment of P.L. 94-142, it is no longer legal to exclude children on the basis of mental or physical ability. If the local school district does not have a program to fit the needs of such children, they are required to purchase services.

-- Difficulty of dealing with a class full of children and having to spend the majority of time dealing with a handicapped child and as a result not being able to teach. If a child is excluded, a parent may have to stay home from work to be with the child causing frustration and anger and complicating the problem. Also, students have more opportunity to get in trouble in the community thus adding to the problems that already exist. I am not familiar with anything other than the SAC program.

4. Suspension is another way of getting students, usually with behavior problems out of school. (A) What advantages do you see? (B) What disadvantages do you see? (C) Problems in current practice? During the last school year, over 82% of the suspension cases in Kansas City School District involved minority students. (D) What does this mean to you? (E) Any corrective action to suggest?

-- The Division of Special Education within the Kansas City, Missouri School District has an unwritten policy which states that special education students cannot be repeatedly suspended nor can special education students be expelled. If there seems to be a need to repeatedly suspend special education students, the student is referred to the Placement Committee for a re-evaluation of the total educational program for a possible new placement of the child. For example, if a child is in a program for the mentally handicapped and tends to be a behavior problem on a regular basis, then, perhaps a more appropriate placement for that child is in a classroom for the behavioral disordered rather than a classroom for the mentally handicapped. The information that was gleaned in determining the number of suspensions in the Kansas City, Missouri School District is rather nebulous, and I guess the concern could be rather moot. It is not really clear whether these were the same students suspended repeatedly or whether these were different students. I don't think the data was looked at very closely and I am not sure that the person developing the information has a defensible posture.

-- In the brief it was suggested that a disproportionate percent of minority students are suspended. It should be noted that 71.9% of the district student population is minority. I view suspension of students as a problem since students need to be in school to benefit from the educational program. The adjustment centers are a step toward trying to keep students in school. It is my understanding that placement in the center should be written in the IEP.

-- (A) None, it is because whenever the child is allowed to return to school the behavior that caused the suspension has not been positively modified. (D) The 82% of minority students suspension cases in Kansas City School District is misleading and exposes the inherent bias toward minority children in public education because I personally do not feel that the most incorrigible students are minority children. (E) Yes, educators, too, should stop "accentuating the negative" just to obtain or continue funding of educational programs, projects, etc., and also perpetuating prejudicial myths and misconceptions that "minorities are different".

-- (A) None. Children usually don't want to be in school and know that inappropriate behavior will allow them to get suspended. (B) Students miss educational opportunities. School districts lose money. No one is dealing with the problem. (C) May be illegal. The in-school suspension policy in K.C. District seems to be the best alternative. (D) May be because of inappropriate programs to meet student's needs or lack of understanding. Could it be prejudice? (E) Review the IEP. Parent involvement and participation in handling situations.

-- Suspension is a way of solving the problem for the school and not for the student. I can see in some cases, the student must be suspended and even expelled. This would make the classroom better for the other students and improve the learning atmosphere. But have you helped the student by removing him/her from the school? I like the idea of the SAC programs that have been implemented in the Kansas City, Missouri School System. If given the proper counseling and assistance, the SAC room could be a big factor in returning the student to school. As it appears now the staffing of the SAC rooms has not been of the highest quality. To comment on the 82% minority factor in suspensions, I would need more data. However, any policy including suspension must be equitably applied.

-- Many of the children who are being suspended probably have not been identified as handicapped but display some of the characteristics of handicapped children. Suspending such children relieves the teacher for they don't have to be bothered with planning for such children. The class may also benefit from less interruption but the child himself is at a disadvantage for he can't be expected to learn the things that society expects him to learn when he is not in school. When over 82% of the suspension cases in a district involve minority students, it tells me, for one thing, that there is a strong possibility that the schools are not meeting the needs of those minority students.

5. It is the Kansas City School District's policy (policies 7136, 7138) to encourage students' participation in instructional planning, in devising regulation for student conduct, and in maintaining an educational climate free from interference and interruption. (A) What advantages do you see in educating the handicapped children? (B) What advantages do you see in educating the minority children? (C) What problems in current practice?

-- It is good to include the students participation in helping to understand the system. Certainly consideration of students' needs must be integrated when devising policies and procedures. As far as forming individual policies and/or procedures, student input becomes critical.

-- In educating handicapped as well as nonhandicapped students it is usually productive for the student to have input. It is a part of P.L. 94-142 that the student be included when appropriate. If the law is followed it should assist in giving the student a voice in his program. The student is then able to understand what is expected of him/her. It gives the student "ownership" of the educational goals set as a part of the IEP.

-- Both handicapped and minority handicapped children participation should be recruited, included in this activity because their "gut feelings", needs and problems will be directly stated and inclusion will give them a feeling of being "a vital part of the whole" and increase the self-worth and self-confidence of these children.

-- There are probably advantages to this if minority handicapped students have input and if this is handled realistically. Usually, students who are involved in this type of process are neither minority nor handicapped.

6. In grading the handicapped children, especially in the mainstreamed classes, what alternatives do you see in your district? And What are their advantages and disadvantages?

-- In the Kansas City, Missouri School District and, hopefully, nation-wide, handicapped children have an opportunity to be placed in the least restrictive environment. How these young people are graded has been a very difficult problem to address, primarily because many of the teachers in the regular program felt that the handicapped children were not in their classrooms often enough to earn a grade. However, in L.D., for example, we have found that when the L.D. teacher works with a student the student earns a particular grade for the experience that she had with the L.D. teacher,and the regular classroom teacher,and the regular classroom teacher and the L.D. teacher collaborate in order to arrive at a grade that is a measure of the achievement or progress made by that student. In some least restrictive environments the grades that are earned by the students in the regular classroom have some kind of line over it or some way to show on the report card that a student is a Special Education student and therefore, the student is experiencing a limited curriculum. It is my belief that the advantages to experiencing a regular classroom environment is a tremendous asset to the handicapped student. Probably the only disadvantage is the fact that because of special education placement the grading system is such that she will not be able to earn a grade that would be commensurate with the other members of the class. However, I believe that the experience of being in a regular class far out-weighs the disadvantage that might occur.

-- Grading should be on the same basis for handicapped and nonhandicapped students in mainstreamed classes because of the peer value placed on a grading system. However, this may not be realistic unless the teacher is willing to give additional assistance to a handicapped child. For instance, material in texts and on tests may need to be given orally. Students may need assistance in getting answers written from resource people. All material may have to be given in class orally. The teacher will have to be perceptive and willing to make extra effort. Time limits may have to be adjusted in order to complete assignments. The teacher needs to help all students recognize differences and encourage students to ask for help.

-- Grading, of course, must be positive to help encourage students to continue to do better. Pass/fail grades have been used as an alternative. Certificates rather than grades have been used. The result of any system should be positive to encourage the student to do better.

-- In the grading situation the students are graded by the teacher providing the service. A conference with the regular teacher is encouraged.

7. Are equitable provisions made for women, minorities, and handicapped persons to participate in social and athletic functions?

-- Yes, equitable provisions are made through Title IX and through P.L. 94-142 for women, minorities, and handicapped persons to participate in social and athletic functions. In this District there have been no problems concerning participation of these mentioned individuals in any social or athletic function.

-- Equality is coming for women and minorities. More and more of the extracurricular dollar is being spent in this area. I'm not sure the same thing can be said for the handicapped.

-- No, because our society still acts and reacts on traditional beliefs that "this is a man's world" and "warped bodies mean warped minds", thus, provision in social and athletic functions are only superficial or token appeasements. Speaking for the handicapped student, the range of physical recreation is such that a large proportion of these children can find one activity suitable for them, if only the effort is made to give them opportunities and training. Personally, I feel that there are two standards in every recreational function - the competitive, which causes the satisfaction of being as good as or better than others and the recreational standard at which one practices for one's own satisfaction and the physical pleasure inherent in it. The latter should be the basis for equitable provisions for women minorities and handicapped individuals.

-- Students that are enrolled in the school have access to social and athletic functions.

-- Women are provided for in athletic programs through Title IX. I am not familiar with particular provisions for minorities. Special Olympics is for specific handicaps.

8. Has there been or is there a procedure for frequent policy review at the district and school levels to insure that new direction and current practices are reflected in formal school policies?

   -- As mentioned in response No. 1, there is a frequent policy review and a definitive procedure at the District level to insure that new direction in current practices are reflected in formal school policies. Each year members of the respective Divisions within the District meet on a regular basis and peruse and make changes and adjustments in any policies that may need to be addressed, changed, or modified.

   -- I have not been involved in such a process but based on the information I have, constant policy review is being done at least in Kansas City.

   -- Within the administrative structure I feel there are procedures for policy review. I am not aware of what those procedures are.

   -- In Kansas City this effort is reflected in policy 7136-7138 mentioned in question #5.

9. What in-service training efforts have been made today with administrators and teachers with respect to these issues and P.L. 94-142?

   -- There is a comprehensive system of personnel development that is an integral part of P.L. 94-142 and administrators, special educators, and regular educators are in-serviced on a regular basis concerning the equitable provisions that must be provided the handicapped.

   -- In-service sessions have been given to elementary and secondary administrators regarding Special Education laws, policies, and procedures. Building in-service sessions were given to explain special education programs to all building personnel A series of training sessions have been offered to regular education coordinators and facilitators. A second series of building in-service sessions have been planned for the Spring of this year.

   -- In-service training is one of the components of the district and state plan for P.L. 94-142.

10. What policy areas have we failed to cover which effect minority handicapped children?

-- This reviewer is not aware of any policy areas that have not been covered which affect minority handicapped students.

-- These should be self-questioning or discussion as to whether it is necessary to see the education (mainstreaming) of handicapped children as demanding a choice between ordinary education in an ordinary school and special education in a special school. Is it possible to think in terms of special education in an ordinary school? True, because of P.L. 94-142 more public schools are accepting far more handicapped children yet their capacity for effectiveness has been restricted by the fact that few regular classroom teachers have had any appreciable training in the management of handicapped children and their special problems.

-- Vocational training.

Suggested Application Activities

1. Investigate your school's policy on physical education activities. Specifically, do handicapped students have access to similar activities as do the non-handicapped with adaptations made as necessary (e.g., basketball, volleyball, callisthenics, etc). What is the policy on extracurricular or intramural sports? Are handicapped students encouraged to participate? Do handicapped and non-handicapped get together for some physical education activities?

2. How is the I.E.P designed at your school? Are objectives stated in observable and measurable terms? Are there monitoring procedures built into the plan? Who conducts an I.E.P. meeting and is there a standard procedure or format which is followed? How do the special education teachers insure frequent communication with the parents?

3. Locate the special education classes in your school. Is there any reason why these classes are situated as they are? Does the location of the classroom promote or prohibit interaction between the handicapped students and their non-handicapped peers? Do these same students have the opportunity to interact during lunch or recess?

4. Survey teachers in your school to get their opinions on suspension and expulsion policies. Do they think such procedures should be used, and if so, when and for whom? Do they prefer specific alternatives to these techniques.

5. Research one legal case and the events leading up to it which affected either the desegration of public schools or the rights of the handicapped to an education.

6. Other

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Chapter IX

Community Awareness and Resources

Objectives

When you complete this chapter you should be able to:

1. Discuss some of the cultural attitudes held by four minority groups and how they compare to those of the majority group in society.
2. List four ways various minority groups deal with handicapped individuals in their native settings and how these differ from those advocated by the majority group.
3. Define and discuss the following terms: (1) discrimination, (2) prejudice, (3) stereotype, and (4) awareness as they apply to minorities and handicapped persons.
4. Describe eight areas of awareness needed by teachers and the public related to minority handicapped persons.
5. Discuss methods for developing and better using local resources for the minority handicapped student.
6. Explain,using at least four factors,why minorities tend not to use the services available to them and their children.

A large percentage of minority families live at a survival level. They have so many immediate needs that education and school often become secondary. These families live under tremendous and continuous stress. Child care problems, health problems, and the demands of a special-needs child can be a drain on a family both emotionally and financially. It is well documented that a handicapped child may create parent feelings of shame, embarrassment, or guilt. Parents may feel anxious or worried about the child's future, and distressed when constant supervision may be needed. Parents may also be experiencing severe behavior management problems at home (Nazzaro & Portuondo, 1981, p. 6).

As the medical profession long ago discovered, one cannot treat one part of the body without treating the whole body. This is called the holistic approach. This same approach (Holistics) should be used by the classroom teacher. She/he must learn how to look knowledgeably at a child within the context of his own cultural setting before any opinion could be made about his ability or behavior (Nazzaro & Portuondo, 1981). (Where is she coming from? What value system is he using?

Gregory J. Trifonivitch (1978, cited by Nazzaro and Protuondo, 1981), Assistant Director for Program Affairs of the East-West Culture Learning Institute in Hawaii, suggested that teachers and students learn together about their own and each other's roots, with the goal being to develop a true multi-cultural perception.

> "Begin with the cultures that are present in your own school..... Students can look at their families and their daily routines, patterns, habits, etc., then develop the freedom to share these findings with their peers in the classroom. Young children are surprisingly perceptive to cultural patterns.....It is extremely important for the teacher to provide the students with new experiences which would help them identify certain aspects of their own culture and then later discuss learning.......
>
> We can no longer teach facts, figures, geography and history of particular cultures and hope that it is sufficient for the students to gain a kaleidoscopic knowledge of facts about other ethnic groups and nations. It is our responsibility instead to provide them with a mechanism through which they can become cultural detectives, to provide them with a model for perceiving and learning other cultures.
>
> It is also our responsibility to help our students become "multi-centric" instead of "mono-centric" (ethno-centric), to be able to see and perceive the world from many different points of view and be able to transport themselves from one center to another. It is so easy and interesting to learn facts about other cultures. However, it is extremely difficult to be able to transport ourselves from our own culture into other cultures that we have studied and to be able to perceive the world of reality from their points of view." (p.14).

The above statement expresses fully where we want teachers to be.

This chapter concerns community awareness and resources for the minority handicapped. For both the teacher and members of a community, awareness is a continuing educational process. A process of both seeking information and of interaction between teacher's and community members. In this chapter we will attempt to provide information and procedures that may facilitate awareness and the utilization of community resources to aid the minority handicapped student. The purpose of this chapter will be to: (1) describe briefly some of the history and values of four minority groups with respect to handicapped persons, and (2) discuss some of the problems experienced by handicapped individuals. We will also discuss community resources and consider (1) how a service directory may be compiled, (2) the problems often encountered with service agencies, and (3) some solutions for these problems.

Cultural, Ethnic and Racial Groups: Values and the Handicapped

Since the beginning of time humankind has grouped itself together for different reasons. In the beginning it was for survival. Later, it was primarily because of similar cultural and racial makeup. As groups banded together dislike of other peoples and groups occurred for different reasons. Prejudice is thought to have started as a dislike for members of the other tribe and has progressed to irrational hatred of people for the well known reasons including different skin color, different language, different worship, or different nationality. Social psychologists define prejudice in the following way:

> "Prejuduce is an attitude that predisposes a person to think, perceive, feel, and act in favorable or unfavorable ways toward a group or its individual members. Whether or not a prejudiced individual will actually behave in accordance with his attitudes depends upon situational and other factors". (Secord and Backman, 1964, p. 412.)

Stereotyping is the human mechanism for attributing general characteristics of groups to specific individuals. The problem is that these characteristics are often incorrect, on the order of rumor rather than experience, and rarely apply to the individual case - each person.

Culturally different children who happen to be handicapped or gifted face a special set of problems. Not only do these students have to cope with the common problems faced by minority individuals, but they must carry the additional burden of being physically or mentally different from their own ethnic or racial group (Nazzaro, 1981, p. 13).

People similar in some aspects of living are called a community. Webster defined a community as a body of people living in the same place under the same laws or society at large (Webster, 1964). For ethnic groups, the community makes it possible for the transmission of culture that assures survival. Ethnic or racial minorities can be found today living closely together within the inner-city of large metropolitan cities; even today, both New York and San Francisco have Chinatowns. For the handicapped, (mostly mentally retarded) until the 1960's, their communities on the whole were set in institutions away from "normal" society. Other handicapped (blind, deaf, etc.) individuals usually attended schools in separate classrooms or separate buildings from other students. This separation of one individual or groups of individuals from other people is called segregation. And the act of systematically favoring one group over another is discrimination. Thus, it can be seen that through past formal and informal policies, minorities and handicapped persons have found it expedient to form their own homogeneous communities, rather than oriented to larger mainstream social communities. And thus the natural mechanisms for discrimination, prejudice, and stereotyping have been fostered.

Discrimination is the differential treatment of individuals considered to belong to a particular social group (Williams, 1947). As Simpson and Yinger note (1958), discrimination is ordinarily the overt behavioral expression of prejudice; it is the categorical treatment of a person because of his membership in a particular group.

At some time in the course of this country's history, each new immigrant group has been discriminated against by the larger majority group in power at that time. This was due to the newcomers strange dress, strange foods, different language, and different physical appearance, summarized in the expression; "they are just off the boat". Ethnic discrimination seems to disappear in time as the newcomers assimilate into the masses but racial discrimination remains with us even today. Today, racial groups that are discriminated against are the Blacks, Native-American, Mexican-American, and the Asian-American. And for each of these groups there are major variations in the ways they view exceptionalities (Nazzaro, 1981).

Blacks. In American history, the Afro-Americans have been discriminated against longer than any group in our history. The Africans are the only group that did not voluntarily come to this country. As slaves, they were brought here as a means of curtailing the shortage of labor in the agricultural regions of this country. The ability of one community to enslave another meant that they were culturally labeled as sub-human, thereby making it even easier to keep them as slaves. The slaves occupied the lowest social cast in this country, a place below the poor white farmers or sharecroppers of that day. Even with the Emancipation Proclamation, 1863 and the Civil Rights Laws of the 1960's, Blacks have not achieved equal stature within this country. The ability has not ended social and economic discrimination that still persists today. Horizontal mobility is not the same as vertical mobility. Horizontal mobility is the ability to move freely along a class or socioeconomic status line. This mobility also gives the person all rights and privileges along that line. A carpenter's son can become a plumber, he does not have to be a carpenter like his father. Vertical mobility allows a person to move outside of the socioeconomic group. A poor man's son can become a millionaire, but he may still not be allowed all the privileges of his new class. There are still some private clubs that are closed to him based on his color.

The three main problems among Blacks today are still poverty, ignorance, and disease (Nazzaro, 1981). In terms of social statistics, Blacks have a higher death rate, shorter life span, a higher infant mortality, higher unemployment, poorer school attendance than White citizens, and a higher rate of physical and mental disability (Countee, 1977).

Due to poor or no prenatal care, Blacks have the higher rate of physical and mental disability. In this affluent country there are many people who do not see a doctor at all, even for a pregnancy. There are also many people who go to bed at night hungry. In some areas of the United States, untrained midwifes are still delivering babies. There are so many conditions that can cause physical and mental disability that can be prevented if only the pregnant woman obtains early prenatal care.

When minority handicapped children are born they are very often taken care of completely by their families. One of the characteristics of the minority community is the functioning of the extended family. Family life is a private matter and children are expected to protect that privacy (Nazzaro, 1981). Even today it's possible to hear firsthand cases of familial care of the handicapped. For example, a boy was diagnosed at birth as having Down's Syndrome. His mother took him home and thirteen years later he had never had any educational training or seen a doctor since birth. This is common among Blacks because they do not utilize the services provided by social agencies and often do not have the economic or educational resources to know where to go and whom to ask for help. The family structure will take care of his own.

One thing our society must do is to better educate minorities about mental and physical disabilities (primary prevention) and about handicapped persons potential for both social and economic roles within our society.

Asian-Americans. There is no one group that could be called Asian-American. This name applies to many different nationalities and ethnic groups. The first to come to the United States were the Chinese, then the Japanese. Both groups appeared in the United States prior to World War II. After that came Philipinos, Hawaiian Islanders, more Chinese and Japanese. With the close of the Korean War came the Koreans. In the 70's came the Vietnamese, Cambodians, and Laotians. Each of these groups brought unique language and cultural characteristics to this country. They also brought ethnic pride and close family ties. These groups, as have others in the beginning, banded together for various reasons, mainly because of language and similar customs. The Chinatowns in New York and San Francisco still remain today for the same reasons.

The teacher teaching the traditional Asian-American may encounter these situations, among others: (1) The Asians feel that public exposure of personal problems or asking for public assistance is a cause for shame. Those in need are taken care of by family and friends, (2) In P.E. classes the teacher may encounter Asian girls who are quite embarrassed at changing into gym suits, taking showers and participating in co-ed programs. The Asian schools are usually segregated by sex, (3) Parents, students and the Asian community may take offense to sex education in the school curriculum, a new idea to them, and a topic not taught in Asian schools.

Japanese. The Japanese on the whole appear to have assimilated into the dominant culture better than any of the other Asian-American groups. This might have been due to the internment of this group during World

War II. Internment disrupted the continuity of group life and ended the existance of "Little Tokyos" (Japanese ghettos).

Beside the internment of the Japanese during World War II, Asian-Americans at this time were excluded from citizenship, could not own land, and were segregated in communities and school. There were over 600 laws directed at discrimination against them (Countee, 1977).

Chinese. The Chinese came here to earn a fortune working to build the railroad in the 1860's and then to return home to their families. Thus, the first groups were composed of mostly men. They were determined to preserve their way of life and the language of their ancient culture (Kramer, 1970). The hostility of organized labor after 1870 also led to the isolation of the Chinese. Even today their voluntary segregation remains institutionalized within their own communities. Their cultural system is a strong one and it supports the individual in many ways.

Vietnamese. The very recent influx of refugees following the Vietnam War has compounded their problems of employment, housing and schooling. Very little is written about this group. Most of it is in the newspapers and popular literature. They continue to arrive, escaping oppression in their country. Many would return if the political structure was changed. Massive relocation efforts have been mounted by the Federal government to assist their placement in various cities across the country.

It has been observed that many of these people are coming from rural areas of their country and some of the modern conveniences that we take for granted are new to them (e.g., plumbing, education, refrigeration, etc.). But at the same time they are pushing for Americanization of their children as quickly as possible (Nazzaro, 1981).

Native Americans. The saying used to be that "the only good Indian was a dead Indian." The Indian culture is not one culture but a variety of cultures. Native Americans are also not one group of people but include the American Indians, Eskimos, and the Aleuts, Even though the Native Americans come from various backgrounds (language and culture) they do share one thing in common; that is the basic desire to preserve their culture and tribal identity (Nazzaro, 1981). In 1871 the tribes acquired the legal status of wards of the Federal government and were segregated on reservations. The educational policy was to aim at nothing less than the destruction of Indian culture and family and family life. Children were taken from their reservation homes for education in White cities and towns. At various times their language, ceremonies, and traditions have been suppressed (Kramer, 1970). In 1924 the Native Americans were granted United States citizenship. But they have experienced, along with other minorities in our history, not being able to enjoy full rights of other citizens in this country.

The traditional Indian lifestyle consisted of being in harmony with nature. Tribal knowledge and mores are passed down from father to son through the art of storytelling. Because of the agrarian, hunting and herding lifestyles as gatherers, shepherds, and farmers, the handicapped could contribute within their communities. The handicapped were also cared for by their own within these extended family units that often included 3 or 4 generations (Countee, 1977).

One problem experienced by the handicapped in some tribes is ridicule by other members if they used a prosthetic device. This comes about because of the tribal belief that one can decide prenatally how one wishes to be born and therefore if one is born with a handicap it is regarded by tribal members as the prenatal will of that individual (Wakabayash, Ayers, Rivera, Saylor, and Stewart, 1978). As a result of this belief the family may ignore handicapping problems. With the urbanization of the Native Americans some of the problems of minority groups in large cities have become a problem that they also share (e.g., schooling, housing, jobs, disease).

Pepper (1976) provides the following cultural insights concerning Indian children and education:

1. Many children need to learn English as a second language. More than one half of the Indian children between the ages of 6 to 18 use their native language. Approximately 300 different Indian languages are in use today.

2. Indian students may use shorter sentences and omit adjectives.

3. They have trouble using the correct English verb.

4. Indian children have not lived in a vaccum, but have been influenced by the anxieties, taboos, mores, aspirations, religion, and behavior patterns of their culture.

5. After Indian students have met with continual failure, they tend to drop out.

6. The Indian's concept of time affects his school performance in four ways - as outlined by Joe Sando (1974):

   a. Attendance may be lowered, particularly where school bus schedules increase flexibility.

b. It may be harder to command children's attention according to teacher designed schedules.

c. Differences in time orientation probably affect scores on any test or test-like assignments which are timed......

d. Time orientation may be related to an unwillingness to plan ahead and delay gratification (pp. 61-62).

7. Indian students socially withdraw when they are unfamiliar with acceptable behavior.

8. Indian students often learn more through observation or visual means, than via verbal means.

9. Indian children are taught to listen and to wait until their years of experience have prepared them by learning to be influential enough to attract listeners. (In the Indian way, you may be 35 years old before the tribal members will listen to you).

10. Due to the years of training as an observer and listener, Indians often commit things to memory and may be able to relate the stories and prayers they have heard.

11. Indian students prefer a quiet or private type of recognition rather than a public announcement.

12. Most Indian children have a low self-image (p. 140). (Cited in Nazzaro, 1981, p. 42-43).

Although the following list would be modified somewhat for diferent Indian groups, Zintz's (1970) comparison of Pueblo and Anglo values serves as a good summary.

Pueblo	Anglo
Harmony with nature.	Mastery over nature.
Mythology	Scientific explanations.
Present time orientation.	Future time orientation.
Work to satisfy present needs.	Work to get ahead.

Pueblo	Anglo
Time as infinite	Efficient use of time
Following ways of elders	Climbing ladder to success
Cooperation	Competition
Anonymity	Individuality
Submissiveness	Aggressiveness
Humility	Striving to win
Sharing	Saving for the future

(As cited in Nazzaro, 1981, pp. 43).

Mexican Americans. Due to the proximity of the border between Mexico and the United States and better paying jobs, there is a large population of Mexican-Americans living in the Southwest (Arizona, California, Colorado, New Mexico and Texas). Other states in the United States also have their Mexican-American populations, but to a lesser extent than the five states mentioned (Kramer, 1970). This group is here in America both legally and illegally.

Historically, their ethnic communities, whether rural or urban, have been marginal neighborhoods detached from the main economy as well as the life of the larger community. Yet they have been dependent upon the mainstream economy for both jobs and services (Krammer, 1970). As with all poor people, Mexican Americans have a high level of health problems and difficulty securing appropriate health services. Particularly if they are illegal immigrants.

The family is the most important social unit. This is a common factor found among the four minority groups discussed in this chapter. The Mexican-Americans also have a belief that all Mexican-Americans are united by a common spiritual bond(LaRaza) and have a responsibility to help each other (Nazzaro, 1981. The family is a paternal one. As with the Blacks the extended family helps to care for the handicapped individual. It has been found that their community will accommodate handicapped individuals by altering expectations and roles for the individual. The family is a religious one and much of the tradition of these people centers around Catholic religious practices and holidays. Within the family, sex roles are clearly defined and teachers and others can experience difficulties if they try to get an individual to do something that is not perceived as related to his/her sex role.

Nazzaro (1981) compared the Mexican-American's value system with the Anglo American's value system and came to the following conclusions:

Mexican-American Values	Anglo-American Values
Being rather than doing	Doing Rather Than Being
Limited stress on material possessions	Material well being
Present time orientation	Future time orientation
Simple patterns of work organization and group cooperation	Individual action and reaction
Central importance of the family, personal relations.	Impersonal relations
Fatalism, accomodation to problems.	Man's mastery over the universe
Tradition	Change

(Nazzaro, 1981, p. 32).

Issues Requiring Teacher and Community Awareness

Discrimination and the Handicapped. Until the 1960's, the handicapped lived in communities away from "normal" society. The blind went to schools for the blind, there were schools for the deaf, and the mentally retarded were put away in institutions. Doctors would usually counsel families of handicapped children to not take them home but place them in the institution right away. Only a handful of parents and professionals were concerned with the problems and needs of the handicapped. The general public did not concern itself with these problems except for the few times happenings at these institutions made headlines (Willowbrook, 1965 & 1972, and Nevada State School and Hospital, 1979). Headlines were followed by some demands for reform in the treatment of the handicapped but typically all was forgotten.

The mentally retarded became a concern of the federal government with the Kennedy administration. But even then, only the upper society with their fund raising events spoke out for this group. The minority handicapped person was lost in the wave of concern for the larger group. Only in the last years had this group been identified, developed actual political forces and their needs really addressed (CEC, 1978). In 1977 it was estimated that only 3.9 million of the eight million handicapped youngsters in the nation were receiving an appropriate education.

Laws. Public Law 94-142 guaranteed a free, appropriate, public education for all children regardless of handicapping condition in the least restrictive environment. In addition to due process rights for children and parents Public Law 94-142 also provided for the training of special education personnel through grants to universities and local education agencies. It is the objective of PL 94-142 to assure that effective procedures will be adapted and disseminated to teachers and administrators and used with handicapped children. However, there was no direct provision in PL 94-142 for the education of the general public to the special problems of the handicapped and especially directed to the minority handicapped. There is little done in this area except at the local school levels.

Vocational education of the handicapped has been badly neglected. PL 94-142 establishes the right of every handicapped child to a free appropriate education. This includes vocational education. *The Vocational Education Act of 1976* (PL 92-482) strengthens the abilities of states to provide vocational education, and this includes the vocational education of the handicapped. *Section 504 of the Rehabilitation Act of 1973* covers all rights of handicapped people of all ages in all areas of life. It totally prohibits discrimination.

Education. Now handicapped children are being educated within public facilities. Do parents know they no longer have to pay for their handicapped child's education? Do they know that minority children make up a large portion of the children in the classes for the mentally retarded and other Special Education classes? As mentioned in Chapter III, the disproportionate number of minority children in these classes has been a type of discrimination. Do these children really meet the criterion for these Special Education classes, are the tests biased, what are district goals?

Housing. There are laws preventing discrimination in housing. Yet the handicapped can be prevented from renting an apartment in your building by not being provided with access ramps, an elevator, or a railing in the bathroom.

Plata (1979) examined public attitudes toward a one-parent family (mother with a handicapped boy)and found in El Paso, on the whole, there was no housing discrimination. Of the 92 persons surveyed, they received only 4 negative responses. Persons surveyed expressed concern about personal harm to the handicapped child, personal harm to others by the child, and property damage by him (Plata, 1979).

In New York City, however, there have been bomb threats, vandalism, violence and phone threats against group homes for the retarded being placed in some communities (New York Times, 1979). This is the result of a court decision in 1973 in which Willowbrook (a state institution for the mentally retarded) was declared inhumane in the treatment of it's charges. The court also ordered the relocation to neighborhood group homes of all it's inmates. Two sides are objecting to this decision. First, the community in which the group homes were being placed, seemingly without any community input, are concerned. There was no public relations program to answer questions and to stop rumors. At the same time, Creedmore, a psychiatric institution, was also starting a group home in the community for their charges. The homeowners are afraid that the group homes would lower the property value of their homes, and they are also afraid for their children who play in the neighborhood's streets, sometimes right across from the group home. Secondly, the Willowbrook staff, without work once the patients are all relocated, were objecting to the move and starting rumors, i.e., telling the public that their clients were disease carriers. The politicians, on the other hand, appeared to be going with the side with the most votes. This is one dramatic example of the need for community education, planning, and public relations.

Mass Media. The week of October 8th, 1979 was National Employ the Handicapped Week, but who knew about it? Little was done by the press and television stations to inform the public about the problems of handicapped individuals, let alone minority handicapped individuals.

President Carter was the first president to use a sign language interpretor on his broadcasts. Some religious shows on Sunday also use sign language interpretors. Do the deaf only listen to the President and religious shows? Channel 19, the PBS station at 11:00 pm replays the ABC News with captions for the hearing impaired. Why 11:00 pm and not 6 or 10:00 pm? Must the hearing impaired stay up late to watch the news? Do we have to separate them from the masses in such a way? TV now has closed caption but only if you have the expensive device; the deaf or hard of hearing cannot watch shows on TV.

That television is a popular media is an understatement. Are handicapped or minorities portrayed in a way to stress their positive features? "Little House on the Prairie" must be congratulated for their recent accurate portrayal of a blind persons abilities.

There are shows on television that deal with minority issues (Focus on Minorities, Dimensions in Black, and Minority Affairs), but how many of them spend any time dealing with the problems of the handicapped individuals? These shows compete with more favorable shows or are on the air at the time that people are in church on Sunday morning, so their audiences are limited to a few loyal fans.

Where are the large-sized print newspaper and newspaper on tapes? Do the handicapped have to go to their neighborhood library in order to partake of these items?

Agencies. Do agencies unknowingly discriminate against minorities? The discrimination is not obvious. Many agencies are located in parts of town in which the predominant population is White. Few provide transportation to the handicapped, thus minorities are left out. There are few staff members that are minorities. Many minorities for these reasons will not go to these agencies.

Each agency goes about their own business in serving the handicapped individual. Some agencies publish newsletters but their circulation is limited to parents of handicapped individuals, other agencies and professionals. Here again the general public is overlooked. If one would look in the telephone book one would easily become confused over what agency to call about your handicapped child. Try it yourself. All that is given is a name of the agency and a telephone number. These agencies on the whole do not see the minority handicapped individual as being any different or specialized than all other handicapped individuals.

Bilingual staff members are not seen as a necessary factor in many agencies. Here again, a minority family will be less likely to use a facility if they cannot speak English or use sign language. Some agencies will provide an interpretor for interviews, but still the families do not know just by looking in the telephone book which agencies will do this, and very few people in the community know the answer either.

Human Nature. Sociologists and social psychologists have found that it is hard to change a person's attitude about any topic. In order to state that a change has been made one must first change how one thinks about a topic but more importantly, how one acts. A person might change his behavior because of some external factor without changing his cognition. Also, a person might change his opinion about something but due to some social factor might not change his behavior. For example, a person might be in favor of group homes in his neighborhood, but when she spoke up in favor of this, she is told by her neighbors that she had better be quiet of she might get her home bombed. At the time of the next public rally she is seen there shouting the loudest about not wanting the group homes in her neighborhood. Her personal opinion is still the same but her public behavior has changed because of the external pressure on her to do so.

At the same time, human nature simply does not deal well with differences, that is to say humans do not like or are reluctant to adjust to anything that is not the status quo. The handicapped are not "normal" in this society or commonplace, therefore, a lot of people would still rather have them put out of sight.

Awareness of different ethnic groups is a characteristic of teachers and school administrators in need of persistent development. Table 14 presents a summary of teachers ratings of characteristics they thought, desirable in a school principal. The ratings are from a special education school in central Kansas with a majority of White faculty members. As can be seen the characteristic "awareness of different ethnic groups" received the lowest percentage along with eight other factors. "Assertiveness - firm and decisive" was most highly rated, followed by "knowledge in the field of special education".

Table 14

Summary of Teachers Ratings of Important Principal Qualities

		% of Teachers
1.	Assertiveness - firm and decisive	83
2.	Knowledgeable in the field of special education	75
3.	Experience in administration	58
4.	Proper orientation and guidance of teachers	50
5.	Able to relate concerns of school staff to campus staff; improving communication	50
6.	Organized, flexible and innovative	50
7.	Vocational as well as academically oriented	41
8.	Consistency with staff and students	33
9.	Responsible and accountable	25
10.	Experience in classroom	25
11.	Able to accept suggestions from staff	25
12.	Energetic and interested	25
13.	Male	16
14.	Safety and security oriented	16
15.	Age - 40+	8
	30+	8
16.	Experienced in clinical treatment programs	8
17.	Understanding of adolescents	8
18.	Patient	8
19.	Accessible	8
20.	Cooperative	8
21.	Articulate	8
22.	Awareness of different ethnic groups	8

Thus, it would appear that establishing awareness of ethnic and minority culture among faculties and staffs is no easy problem. This will be dealt with in considerably more detail in Chapter X.

Measure of Awareness. How can awareness be measured? Awareness is being knowledgeable about a specific topic. How can we perceive that a person is aware of the needs of the minority handicapped child? We cannot measure cognition, but we can measure some behaviors that we can conceive of as being a result of cognition and behavior. People who are aware would do some of the following things:

(1) Vote on issues that will benefit the handicapped.
(2) Favor mainstreaming and seek out ways they could aid their community school.
(3) Be in favor of and support the use of group homes. Help in establishing a group home in their community.
(4) Do volunteer work in a setting for handicapped individuals.
(5) Support the removal of barriers within their community, city, and state.

In order to get people to demonstrate that they are aware of a specific issue, first they must be educated about the issues and then allowed to ponder the facts before coming to a decision. There are ways that this can be effected.

Creating Awareness by Integrating Populations

Schools. With mainstreaming in the nation's schools, children more and more are being exposed to the handicapped. From this exposure it is hoped that they will be more accepted. Mainstreaming will also allow our children to associate on neutral ground with a part of our society which heretofore has been isolated from the masses. It is also realistic for the handicapped child to associate with "normal" children.

Teacher awareness. Knowledge of the background of one's students is an important criterion for all teachers. But then, he or she must incorporate that knowledge into the classroom curriculum. Here is a list of things that a teacher can do.

(1) Strengthening relationships with students' families and when possible, participating with them in their own cultural activities (Nazzaro and Portuondo, 1981). As one learns about his own and other's roots, one can develop a true multicultural perception.
(2) If "cultural discovery" is to be part of the curriculum, involve parents from the very beginning. Have them identify major events in the cultural or religious calendar that may be appropriate for field trips or discussion (Nazzaro and Portuondo, 1981, p. 9).
(3) Have the students develop a booklet about their own ethnic history and contribution of their people.

(4) Model teaching style after the needs of the students

(5) Use information and materials concerning different lifestyles of various ethnic groups for developing curriculum content.

Bessant-Byrd (1981) summarize the teacher's role. That is, the teacher is the one who creates an environment in which children either blossom or wither. Also, that an understanding and a sensitivity to the belief systems of the minority cultures within their school district,is very critical to the adjustment of the culturally different child.

Housing. Removal of barriers to the handicapped in housing will allow the handicapped to integrate into the community. Builders should take this into consideration when designing, and include a few units in every complex for the handicapped. Group homes in every community will be an important factor. There should be public input in the beginning and the assurance that no one community will be overburdened with group homes.

Work. There are many jobs that the handicapped can do very well. The integration of the handicapped within the work force will be one way to affect how they are perceived. Hospitals are one example, now hiring the handicapped in the areas of dietary aids, houskeeping aids, messengers, and in patient transportation (escorts).

Educational Programs. Training of the masses is one way to affect public awareness. Agencies should visit schools and churches and tell them about the handicapped. PTA's in the schools are organizations that should help in this effort.

Also, all children, as part of their schooling, should be informed about the handicapped and their place in society. If we reach children when they are young we may be able to introduce important changes in their behavior and attitudes regarding the handicapped. Use of community people in the classroom to demonstrate and lecture about their particular culture would be helpful.

Cross-cultural programs. America is the melting pot of the world. This country has members from almost every country of this world. We do not have to change our ways of thinking to agree with every other persons train of thought. But we should not force everybody to assimilate into one form. Cross-cultural programs would emphasize the songs, dances, music, language and above all, the contributions of different nations of the world. Nobel prize winners do not only come from the United States.

Within the United States the contributions of the different races should be taught. Blacks, Whites, Mexican-Americans, Native-Americans and Asian-Americans have all contributed something to this great nation of ours.

One place for the beginning of cross-cultural programs within our public schools is the history lesson. Our textbooks should reflect the varied cultures of this world and that it is good to be culturally different. Teachers should add to their current textbooks topics concerning the contribution of different ethnic groups.

Mass media. Television, radio and the newspapers should also do their part in educating the public about handicapped persons. Series and movies and portrayal of the handicapped in a positive light would be beneficial. Newspapers can carry editorials or feature stories about the good points of our institutions and praise the work of community homes. Commercial programs on radio and television can be more realistic and informative.

Public or private agencies. The relevant agencies should visit these classes and discuss ways of promoting handicapped individuals. Their capabilities should be publicized more so that the masses can be informed about their potential. Many hospitals have prenatal classes; agencies can visit these classes and discuss ways of preventing some of these handicaps. Each school and doctor's office should have a list of the agencies, including whether transportation, bilingual interpreters, and other services are provided.

Objectives for awareness. Every program should have some objectives by which they hope to accomplish their aims. The objectives for awareness training should be:

(1) Positive aspects of the handicapped population:
    (a) Employment
    (b) Commitment
    (c) Contributions to society

(2) Prevention

(3) Problems that the handicapped need assistance in overcoming:
    (a) Barriers
    (b) Stereotyping

(4) Appreciation of differences

Community Resources

Minority handicapped children need many different kinds of services, some of which they are entitled to by law (P.L. 94-142. These services are provided through the school, the state, or through local community organizations. Teachers should be in a position to know the types of services available for their students in each of these areas in order to effectively advise parents and to serve as advocates for these children. Community resources can be developed at both the district and local school levels. In many cases school districts will have service directories available to them and their teachers. At local schools, faculty can even develop their own listing of resources specifically near and relavent to students that they serve. The experiences of one resource developer leading to a resource directory are presented as a model for what might be done at any local school.

> "My first step was to write letters to different agencies that I found in the telephone book, which I thought could be useful to handicapped people (especially children). Not too many people replied, but it did lead to a few interviews. What I found out through the interviews was that, by law, no agency can discriminate against people, therefore they must serve all races, religions, and creeds. Agencies, however, can discriminate only on basis of age and I found that all races do not utilize all agencies; a particularly important consideration for minority parents.
>
> As I drove to one interview, I thought to myself that if I was poor or on a fixed income and did not have any transportation, how would I get my child to the agency? I also recalled a story told to me by Paul Levy of Whole Person, of a black handicapped man who called him one day just to speak to someone. But the man had to hang up because his mother was yelling at him in the background and telling him not to bother the people. Feelings of hopelessness like this might keep many families from seeking help. If you cannot be healed then why bother with other things? Besides, many people do not like to answer questions that they feel are intruding in their private life.
>
> I also learned that there are some agencies that will not refer someone over the phone to other agencies, they just say that they do not handle that specific problem there, and that's it. Thus, it's up to the client to decide and make further inquiries.
>
> I also discovered some of the reasons why people do not utilize resources. Reasons were given to me by agency personnel or I discovered them on my own."

(1) Non-English speaking parents are more likely to go where bilingual personnel or interpreters are available if they know where to go.
(2) Parents may lack knowledge about available services, including referral and appeal processes.

(3) Feelings of hopelessness about handicapping conditions i.e., why should they try to do anything about it.
(4) Lack of knowledge about the potential of individuals with handicapping conditions.
(5) Agencies not located in their immediate community.
(6) Work interferes with time off to take a child to agencies that only have business hours.
(7) Fees are so high that clients can't afford to pay for services.

"It also occured to me that agencies could improve their services to minority persons if they:

(1) Pursued a client-find policy including a house to house survey in minority communities to explain to the public their function and services.
(2) Spoke at church groups, PTA's, or wrote to offer their services to these groups. One problem is that these groups do not know what services are offered.
(3) Hand out pamphlet information in schools, well-baby clinics, doctors' offices, etc. The more contact with the public, the better the chance that the information will get to those who need it.
(4) Agencies should locate near their clientele, even if it's within the ghetto (e.g., in church basements, old stores, neighborhood centers, etc.).
(5) Agencies could offer late hours or part-time hours on Saturday. People that work should not have to take time off from work to take their children to the different agencies.
(6) Provide a service directory to school teachers as one means of getting this information to the consumer."

Compiling a School Directory

If a school or school district deemed it useful to compile a directory of services some basic steps follow:

(1) Organize a local school committee,
(2) Start with the yellow pages, and obtain listings of service agencies in your area (district).
(3) Call or write those agencies to find out information about services rendered and interpreters, if any.
(4) Check also with school and non-school agencies that deal with the handicapped agencies to find out if a directory already exists. You will probably find more information here than you thought possible.

(5) Using only those agencies that will be of service to your students, compile your directory.
(6) Have other teachers look over the directory for useability.

The information that you will want to include about each agency or resource entry should be developed by the committee. Suggested information will include name, address, phone number, the director or contact person, clients served, age group, services offered, financial arrangements, and some indicators of useage or special relevance to minority persons. A distinction might also be made between resources from the local neighborhood, the city, the state or national level. In many cases, services provided by local churches, day care, for example, can be noted as different from the Girl Scouts of America.

The directory should also be organized for easy referral. The easiest indexing of the directory will be alphabetically by name of the resource or agency. The directory in Appendix A for the Kansas City area is an example. The best indexing is by problem, handicap, or service provided. Thus, all resources providing evaluations, for example, could be reviewed under one heading. Table 15 provides an example of indexing by service provided, in this case, evaluations.

Table 15

Agencies Where Evaluations May be Obtained

Greater Kansas City Hearing & Speech Clinic
24th and Kenwood
Kansas City, MO 64108
556-3198

Identification, diagnosis, therapeutic treatment and case coordination of speech and/or hearing for handicapped children and adults.

Western Missouri Mental Health Center
600 East 22nd Street
Kansas City, MO
471-3000

Has diagnostic work-ups, counseling programs and various training programs.

Heart of America Eye Center
Martin Luther King, Jr. Hospital
2525 Euclid
Kansas City, MO 64127
924-4000

Serves those unable to pay with complete eye care, including medical therapy and fitted glasses.

Children's Mercy Hospital
24th and Gilham Road
Kansas City, MO 64108
471-0626

Medical Clinic: Physical examination. This is required before being accepted into the other clinics at Mercy.

Alphabetical indexing by agency name, clearly, is not as fast or efficient. It is possible for the name of an agency and the service to vary dramatically. This is another aspect that should be planned by the directory committee.

The committee will also want to decide the kinds of resources to be included in the directory. Resources not to be overlooked are those in local and neighborhoods and include persons in the community that can act as interpreters when needed, who are willing to visit the school and will provide firsthand cultural information e.g., stories of a culture, its dress, etc.

Expenses involved in evaluations at any agency are the responsibility of the parents or guardian, unless official referral is made by the school district (Division of Special Education, Kansas City, Missouri School District).

Summary

This chapter has reviewed issues related to community awareness and community resources, and the role they play in the education of minority handicapped children. The chapter opened with a consideration of the cultural characteristics of four minority groups and some of their perceptions and treatment of handicapped persons. Next, areas of awareness were presented. These ranged from the law to the mass media, to community agencies that serve the handicapped. The nature of awareness was considered to be a combination of human nature and overt behaviors. The behavior of "aware" persons was considered. Finally, the means of reviewing the types of resources available within a district and/or a local attendence area was presented. The development of a building services directory was suggested as an appropriate product of such an activity. An example directory is presented in Appendix A.

Review and Study Questions

1. Pick one of the four minority groups mentioned in this chapter and mention how the group perceived and dealt with the handicap.

2. Define the following terms:

   (a) Discrimination
   (b) Prejudice
   (c) Stereotype
   (d) Awareness

3. Consider how Asian-American values and outlooks on life differ from those of the majority group.

4. List five reasons why people do not utilize existing community service agencies.

5. List three solutions to the problems of lack of utilization of service agencies by minorities.

6. How can people be resources?

Issues to be Discussed

1. We are well aware of past instances of racial discrimination. In what ways and specific areas are (1) Handicapped persons discriminated against? (2) Minority handicapped persons?

2. What appear to be the factors and fears, if any, among the larger public regarding integration of the handicapped?

    a. Housing
    b. On the job
    c. In the community
    d. Other

3. How has the public been prepared for the integration of the handicapped under recent legislation? What means and resources have been involved?

    a. Nationally
    b. Locally

4. Has the public both nationally and locally been adequately prepared and involved? What might be needed?

5. What are the state agencies and local community institutions, e.g., churches, or groups that provide services for the handicapped?

6. Describe successful methods of teaching and involving the community in issues related to the handicapped.

7. Why haven't the laws related to the handicapped included provisions for public education concerning them? Have they? And in what ways?

8. How can the mass media more adequately fulfill their role as information providers to the public?

9. What is the role, responsibility, and benefits to the community for maintaining free unrestrictive education for the handicapped?

10. In what additional ways could community agencies better serve minority handicapped persons?

11. What benefits do you see in teachers using a directory to refer children and/or parents? Problems?

Area: Community Awareness
and Resources

Name: ______________________________

Issues Report

Date: ______________________________

Instructions: Please prepare written comments in response to each item before hand reflecting your ideas and opinions. The notes will be used in the discussion. Please attach additional sheets as required. Number each of your comments to correspond to the number of the stated issue.

Previous Discussion Points for Community Awareness and Resources

1. We are well aware of past instances of racial discrimination. In what specific areas are:

   A. Handicapped persons discriminated against?

   -- Handicapped persons are discriminated against in job opportunities, employment, living accommodations, building accessibility, and in their lack of an opportunity to see viable role models within the community and nation at large.

   -- Even with the passage of laws mandating equal opportunities for handicapped individuals, this population continues to be discriminated against. Discrimination is evident in the educational system, the judicial system and in the community in general.

   -- Accessibility is usually used when speaking of accessibility to facilities but should be broadened to include education, employment, community life and society. Persons with various handicapping conditions are often denied privileges and opportunities afforded the nonhandicapped population.

   -- Housing, transportation, education, vocations, social services, and architechtural barriers.

   -- Federal, state and local anti-discrimination/affirmative action laws have not been effectively enforced or sufficiently funded to D.O.L., H.E.W., and O.C.R. to provide the necessary capability to investigate and prosecute discriminatory acts against handicapped individuals. Also, the need to amend the Civil Rights Act of 1964 to include disabilities currently allows for discrimination against the handicapped.

   -- High risk/high insurance premium rates have been imposed on or rejected handicapped individuals altogether when risk data does not establish the justification that a particular person or class of individuals with a particular handicapping condition falls into a high risk category.

   -- Architectural accessibility procedures have not been enforced through the issuance of building permits only after building plans have been reviewed for accessibility, forfeiture of performance bonds for noncompliance prior certification of design plans, issuance of certificates of occupancy contingent on accessibility/builder licensing provision; which limits handicapped individuals participation in recreational, cultural, and employment activities.

-- Communications regarding technological breakthroughs, advances and devices in the field of communication; these have not been equitably shared with persons with disabilities because these techniques and devices are not oriented to the specialized needs of handicapped individuals. Known capabilities of laser canes, talking calculators, captioned TV, electronic facsimile copying, wheelchair pressure, phone dialing, digitized voice transmission, computer aided instruction for education, electronic security and emergency warning systems are too expensive for those handicapped who need them or have not been made aware of them.

-- Transportation is either not available or is far from adequate for handicapped people. Also access to appropriate transportation - public or private - and discriminatory practices pertaining to ridership and/or ownership, and use of public vehicles, limits use of services, restricts employment, compounds dependency, and maintains social isolation for disabled individuals.

-- A large number of handicapped Americans, due to prejudice and the stigma associated with labels assigned to them, are prevented from engaging in common privileges that should be accorded to all individuals in a democratic society. Many physically handicapped individuals cannot live where they would like to live due to physical barrier restrictions. Blind people are denied housing because landlords do not feel that they can keep the residences clean. Deaf people have had to pay higher premiums for their insurance. Deaf people are sometimes at a particular disadvantage when they become involved with the courts, especially if no interpreter is provided. All handicapped people may face employment discrimination.

-- Handicapped persons suffer from segregation and labeling. Too often due to lack of consideration or evaluation, handicapped individuals are put into special education. Time is not taken to see if the child with some adaptation can function in a normal situation.

B. Minority handicapped persons discriminated against?

-- The added factor of being a minority can further complicate the situation. Evaluation is difficult and unless the evaluation is free of cultural and economic bias the results will be useless.

-- Minority handicapped persons are discriminated against in the same ways but, in addition to the above, they have these additional burdens, they are a minority person first and then a handicapped person. Every type of discrimination experienced by minority persons is experienced by minority handicapped persons, then you add on the additional discrimination that all handicapped people experience.

-- Although this has been addressed earlier perhaps to repeat that minorities with handicaps suffer dual discrimination.

-- Minority handicapped individuals experience all of the above types of discrimination faced by handicapped persons from the dominant society plus the discrimination against them because of racial or cultural heritage.

-- Minority handicapped persons are faced with increased discrimination regarding specific areas because of lack of sensitivity to the cultural/ethnic context in which they live.

-- Housing, transportation, education, vocations, socially, social services, architectural barriers, characterized individually as part of group characterization, language, customs, dress.

2. What appear to be factors and fears, if any, among the larger public regarding integration of the handicapped?

A. Housing

-- On housing. Many of the concerns, factors, and fears in terms of the total integration of the handicapped to the larger public sector, center around the exhorbitant cost that would be shouldered by individuals who are responsible for making all housing accessible for the handicapped. In many instances, because of the age of the housing or apartments, making these buildings accessible for the handicapped - those who are blind or in wheelchairs, or those who need railings - the cost would be exhorbitant.

-- Loss of property value/fear of interaction.

-- The public depiction of handicapped individuals as "helpless", needy, neglected and different" has stimulated the public to hold onto these misconceptions. With current housing funding patterns have reinforced "institutional living" and inhibited residential/community housing options and alternative living accommodations for the handicapped.

-- Many fears held by the general public relative to full integration of handicapped people into housing, employment, and in the community are based on myths and misinformation. Some physically handicapped persons and others are denied housing not because of physical barriers but because of the attitudes of people who are in a position to provide housing and their beliefs about what handicapped people can and cannot do for themselves in terms of keeping house.

-- Much of the problem facing the handicapped in terms of integration in housing, jobs, etc. is due to ignorance. From ignorance comes fear. Many people, employers, teachers, etc. do not know or understand many handicapping conditions and as a result have a real fear of association with handicapped individuals. This is an extremely difficult area to overcome. It is in this ignorance that the myths have been formed and the standards have been set for so many people.

B. On the job.

-- Perhaps the greatest fear of the general public regarding the handicapped individual and integration is the fear of the unknown. The general public lacks knowledge of handicaps. Unfair limitations are placed on individuals based on stereotypes and misconceptions about the potential of these individuals. Although housing may present problems for some, a larger percentage probably face difficulties in getting employment. Employers may feel threatened by laws effecting hiring practices and fail to realize the potential of many individuals with handicaps. Focus is on the liabilities as opposed to focus on the assets. People in the community are more often than not guilty of the same kind of discrimination. The different person, that does not fit the "mold", becomes a threat and is viewed as a burden.

-- On the job we find that there are many manufacturers or other agencies who are willing to make jobs accessible to the handicapped but many times they have to make allowances for the handicapped that, in many instances, are beyond their capabilities because of the financial effort involved and because they can hire a person who is not handicapped to do the same job without any additional cost to them.

-- On the job. Having to interact on a daily basis and not knowing how. Once you hire them you might be afraid that you can never get rid of them even if they are incompetent because of social pressure and advocates.

-- The general attitude of employers is that all handicapped persons in need of and capable of employment should be served by V.E. etc. The lack of awareness of employers in the potential and capabilities of handicapped individuals and fears regarding cost of job modifications/special equipment allows for discrimination.

-- Some handicapped individuals are denied jobs because employers fear that the handicapped person will be more accident prone. Therefore, they believe by hiring the handicapped person, it would increase their insurance.

C. In the Community

-- As far as the community is concerned, I believe it is primarily because the handicapped have been distranchised from the community at large for so long a period of time, it has become very difficult for them to be embraced by the community. If we can get a change in attitude and let people see that the handicapped have rights and privileges to every aspect of the total experiential milieu, then I believe that the attitudes over time of people who are not handicapped, will be modified.

-- Having to deal with differences.

-- It is because the handicapped have been publicly projected as being "different" viewed as the "poor begging for alms" cap-in-hand and the "21st Century leprosy" a carry-over from the Elizabethan Poor Law days; communities fear their inclusion or integration would disrupt harmonious community living.

-- Some communities do not want handicapped people to move in because of fears of increased vandalism, etc. They also fear that their property value may decrease as a result of handicapped people moving in.

3. How has the public been prepared for the integration of the handicapped under recent legislation? What means and resources have been involved?

A. Nationally

-- The country at large has not done an awful lot to make the public aware, or even prepare them for the integration of the handicapped under recent legislation. While we have had Section 504 of the Rehabilitation Act of 1973 and P.L. 94-142, for the most part, people know that the laws exist but they are not mindful of the components of the law. While the law is very specific, most of the money that is needed in order to implement the law has not been forthcoming from the Congress and therefore, it becomes very difficult for people to understand why they must continue to experience financial deficits for the assimilation of the handicapped into the larger environment. It is this reviewer's belief that Kansas City is one exception.

-- Mandates have not legislated preparation. In P.L. 94-142, 121 a. 380 (b) it indicates that general and special educational instructional-related services and support personnel should be included in the Comprehensive System of Personnel Development. Awareness campaigns are built-in compliance plans. Child-find activities vary from state to state and district to district. Some districts put forth much effort to inform the public while others do just enough to be in compliance. Television shows are beginning to recognize the need and portray handicapping conditions in a positive way. Some organizations are receiving spot coverage in the media. Not enough is being done but it is a beginning.

-- After the passage of Sections 503 and 504 of the Rehabilitation Act of 1973, much public information has been made available on the integration of the handicapped into our daily lives. Mainstreaming is becoming a common word in our language. On a national scale, there is a continued media blitz as to the rights of the disabled. Many seminars geared to all phases of our society have been held in each of our federal regions.

-- Nationally. Public service announcements by Closer Look, television, newspaper and magazine, school district notices about services as required by P.L. 94-142, national parent organizations, national handicapped and health organizations, and Junior Olympic programs have been made.

-- I know of no comprehensive legislation geared to preparing the public for integration of the handicapped. However, there have been attempts through the child-find program and through advertisements on hiring the handicapped.

-- Although very little publicity has occurred on low priority laws, public hearings, and public input gear their interest on special needs and problems of the handicapped. Nationally, Congress has mandated and enacted barrier-free environment legislation via Architectural and Transportation Barriers Compliance Board (ATBCB), D.O.L., H.E.W., O.C.R., have increased their investigation of compliance to 504 and 503 of Rehabilitation Act of 1973.

B. Locally

-- Kansas City District's compliance plan delineates the awareness campaign for the District. Articles in the newspaper, district publications, radio and television spots, posters, and community meetings have been planned.

-- In Kansas City, the Governor's Committee for Employment of the Handicapped activities include: H.O.P. to sensitize employers in hiring disabled persons and education of the law, National Spinal Cord Injury, K.C. Chapter public awareness activities, Project Mainstream participation input and affiliation with City Advisory Committee, Implementation Unit of W.H.C.H.I. public hearings to educate and inform the public on legislation and administrative actions involving integration of the handicapped into productive/independent community life.

-- The push is on for employers, educators, public employees, etc. to make the rights and abilities of the handicapped community well known. In the Kansas City area, again, the push is widespread. A media blitz, seminars, workshops, contests, in-service training and job fairs are but a few of the activities now in progress.

-- Parent organizations, social service organizations, advocacy groups, school district notices, PTA programs, workshops, public service announcements, fund raising drives and functions, brochures, newspaper, radio, television.

4. Has the national and local public been adequately prepared and involved? What might be needed?

-- The public, both nationally and locally, has not been adequately prepared or involved in the legislation and integration of the handicapped into the larger sector. It is, perhaps, a bit late now to inculcate them in the various components of the law. I think what is needed now is a step by step program and plan to make the population at large knowledgeable of the proponents and components of the law.

-- I don't think that the public has been adequately prepared or involved. Awareness campaigns must be designed to reach more of the populace. Handicapping conditions should be more thoroughly explained. The explanation should include expectations, limitations and potential of the handicapped. Many of these focus on education. Perhaps focus on other agencies and the cooperative effort needed for full service would be helpful. Focus on discrimination in employment, housing and communities would be enlightening to many. More focus on the positive things that are occurring would also be beneficial.

-- I'm not sure how you determine what is adequate but I feel sure that all parents and adults who are handicapped need to be aware of the legislation and services that are available and they are not. A more intense education program for the public to make them aware is probably needed. Schools need to investigate more time in making regular and special education personnel aware of the legislation and services available so they, in turn, are more prepared to inform parents adequate.

-- No. Mass media could show examples of handicapped individuals performing successfully in various occupations including occupations serving the handicapped. A speaker's bureau could be recruited from handicapped adults, parents of handicapped children, and professionals who would be available to speak at school affairs, community organizations about various aspects of life for the handicapped.

-- Federal, state and local governments/organizations should create information clearinghouses on all disabilities to provide information to the public.

-- I don't know if the public has ever been adequately prepared. It will take constant repetition to get the message across. It would be great to have more newspaper articles and more prime time on both television and radio. The push must be constant and the results will be slow. Nevertheless, in the long run, barriers will be removed and the disabled will take their rightful spots.

5. What are the state agencies and local community institutions (e.g., churches, groups, etc.)that provide services for the handicapped?

-- There are 130 federal programs which mandate services to the handicapped through state and local agencies. There are many state programs and numerous local public and private agencies that serve the handicapped - too numerous to list. However, the best source of information I know of in this area is the Jackson County Direction Service Center - a federally funded program which assists parents of children 0-21 years of age who reside in Jackson County in locating appropriate services for the handicapped. There is no charge for this service. Some local and state agencies which serve the handicapped are: Rehabilitation Institute, Greater K.C. Foundation for Retarded Citizens, Regional Diagnostic Center for the Developmentally Disabled, Child Abuse Prevention Association, Vocational Rehabilitation, Northeast Jackson County Mental Health Center, Jackson County Division of Family Services, Division of Employment Security, Local School Districts, Missouri Crippled Children's Services, Jackson County Health Dept., K.C. Health Dept., Children's Mercy Hospital, Western Missouri Mental Health Center, Ozanan, Crittenton Center, Gemini, Marillac, Gillis, Spofford, KU Medical Center - CRU/UAF, Jackson County Juvenile Court, Headstart, parent organizations, advocacy programs, Missouri Law Project for the Handicapped, Goodwill Industries, Sheltered Workshops, Child World, Colonial Presbyterian Church pre-school, local Mother's Day Out Programs, Kansas City Parks and Recreation, YMCA, Job Corp., neighborhood centers, health clinics and recreation, Special Olympics, Boy Scouts, Campfire Girls, Girl Scouts, State Services for the Blind, UMKC-UAF.

-- All state agencies, federal agencies, and Local Educational Agencies, and any institution or agency receiving approximately $2,500 from the federal government have to provide services, accomodations, and be sensitive and responsive to the needs of the handicapped.

-- The SEA has the responsibility for minitoring the compliance of the law for education of the handicapped and for providing services if the LEA cannot or will not. Other agencies such as the Division of Mental Health,Division of Youth Services, Division of Family Services, all have important roles. The difficulty at this time is the cooperation of these agencies in pooling resources and combining their efforts to assure appropriate services.

-- There are a number of agencies and groups that provide services; however, locating the appropriate services is sometimes difficult. For example, dentists that will take patients with specific handicapping conditions are not always publicized. "Where to turn" often becomes a major problem.. Where to turn is a directory compiled and published by Voluntary Action Center is a valuable resource but availability is limited. This publication lists resources in the Metropolitan Kansas City area. "The Assessibility Directory", sponsored and compiled by the Architectural Barrier Action Committee and a "Directory of Services for Handicapped Individuals" compiled by Sharon Reimal of Jackson County Direction Service Center and Virginia Walton of Mid-Continent Public Library, are also sources of information.

-- Resource books have been compiled with this type of information. One such book is Where to Turn: A directory of health, welfare, recreation and educational resources in the metropolitan Kansas City area, published by United Community Services of the Metropolitan Kansas City Region, 320 East 10th street.

6. Describe successful methods of teaching and involving the community in issues related to the handicapped.

-- I know of no successful method of teaching and involving the community in issues related to the handicapped. However, making buildings accessible which has been a major effort of school districts, universities, and state, federal, and local cities' agencies effort, has been supportive to the needs of the handicapped, via Section 504 of the Rehabilitation Act of 1973.

-- Awareness and understanding of handicapping conditions, sensitivity to and acceptance of individuals who are handicapped is the basis for success in working with handicapped persons. Appropriate modification of programs and materials to meet the unique needs of the individual should be part of the philosophy of special education. Issues need to be clearly explained and positives stressed. We should not wait for the community to come to us - rather we should take our message to the community and encourage involvement. Establishment of parent programs that will assist parents in coping with handicaps, their children, advise them of available resources. Parent participation is a large part of community involvement.

-- Some of the most successful programs I have seen are parent organizations. Also, the federal program - Closer Look - published good readable material for local dissemination and has a good television campaign to inform the public. Some school districts are putting much emphasis on the awareness component of their plan and are making an effort to educate their personnel who in turn can educate the public. There have been some excellent television programs dealing with the handicapped. Those who are concerned about awareness should take the time to write to the networks complimenting them on their efforts. Likewise, we need to inform networks when they misinform the public. For example, a recent program dealt with mainstreaming in a very simplistic manner - inferring that it meant "each teacher take one".

--The public could be given information through televised panel discussions and forums that address specific concerns of the handicapped. Spot announcements on radio and T.V. to publicize health programs, educational programs, recreational programs, vocational programs, etc. The public broadcasting system and commercial networks could provide captioned news for the deaf or provide interpreters which would indirectly publicize or maximize the public awareness of the needs of the particular group of handicapped individuals.

--Awareness days, television programs, speakers bureau to speak to community on the lifestyles/problems and needs of the handicapped, community-based supportive services, such as volunteer advocacy programs to enable the nonhandicapped to know that the disabled individual is an individual first, disabled second.

--Public awareness is fleeting. Sometimes after you achieve public awareness, you quickly lose it. Success will vary from teacher to teacher and community to community. Films, articles, awareness days, contests, guest speakers, projects and the list goes on. No one way is right or wrong. What works is what is right.

7. Why haven't the laws related to the handicapped included provisions for public education concerning them? Have they? And in what ways?

--While Congress supported and passed Section 504 of the Rehabilitation Act of 1973 and P.L. 94-142, the funding in support of such laws was not forthcoming. P.L. 94-142 is being supported by the Federal Government at approximately 12%. When the law was passed, President Carter said that thelaw would be supported by 30% of the total funding needed. This reviewer is not sure at what level Section 504 is being funded. However, we are sure that building accessibility, as well as other aspects of the law, while being enforced, are not being substantially supported financially by the Federal Government. One, perhaps positive aspect of supporting public education of the handicapped has been through the media and media blitzes regarding the handicapped.

--They have. Awareness is a component of the state plans in order for states to receive P.L. 94-142 funds and in turn the same is required of local school districst. Other state agencies also have mandates to inform the eligible public of their services.

--They have in some ways through child-find advertisements.

--Laws relating to the handicapped have/do include provisions for public education through state/regional seminars and workshops, job fairs, city/state exhibitions, etc. However, a comprehensible multi-media campaign should be maintained in order to increase public awareness.

--The law does provide for public awareness and dissemination of information in annual program plans. (Regs. 121a. 120) Public education would be the responsibility of the SEA, and LEA through the responsibilities and action delineated in the annual program plan.

--Some have and some haven't. Most do have public hearings which will provide information and guidelines.

8. How can the mass media more adequately fulfull their role as information providers to the public?

--By printing many articles about the handicapped, producing movies and short documentarys about the handicapped. Also they could present the handicapped problems and concerns in such a way that it would be a positive influence on the public at large.

--The mass media can more adequately fulfill their role through providing more information, timely announcements and information on radio and television, positive news coverage, supplying accurate information portrayal of positive roles for handicapped persons, providing information of where to turn, development of community education programs, and provision of quality coverage are some ways the media can fulfill their role.

--By improving the frequency and manner in which handicapped individuals are represented in the mass media. I personally suggest the elimination of the following: stereotyped portrayal of individuals with disabilities, over-emphasis of debilitating characteristics, cost-burden impact vs. productive contributing citizens, exploitation of specific types of disabilities in demeaning ways, for example, in comedy routines/plays. To adequately fulfill their role and to balance media presentations, the use of handicapped individuals in programs unrelated to the impact of disability, health care, or special services, should be the nature of information provided by the mass media.

--Television networks could make handicapped people a part of their programming and advertisements portraying them as believable people who have some of the same life experiences as "normal" able-bodied people.

--Making sure information they give is accurate.

--I'm sure we are never fully satisfied with the efforts of the mass media in presenting any topic fully. What is most frustrating is the hodgepodge approach of the agencies dealing with the problems of the disabled. There is no plan of attack to fully utilize the mass media. Each agency, if it pushes for any coverage, seems to push only for itself and is totally unaware or unconcerned about the other agencies efforts. Public air time is limited and for effective use of this time efforts need to be coordinated. Unfortunately there is no one or no agency doing this coordination. I'm sure no single agency is even capable of this task, but the problems remain.

9. What is the role, responsibility and benefits to the community for maintaining free unrestrictive education for the handicapped?

--It is admirable to say that the community at large has a role and the utmost responsibility of providing a free and unrestrictive education for the handicapped, and to further state that the benefits to accrue to the nation at large will be many. The cost involved in providing this free and unrestrictive education for the handicapped, however, will be tremendous. But to enable the handicapped to be productive citizens within the society at large is the only humane posture that the people of this nation can take.

--The community, by maintaining free unrestrictive education for the handicapped will assure that education is tailored to individual needs, regardless of chronological age and designed to assist residents in achieving their maximum potential, whether it is to promote social and healthful living or to assist all residents in having options when choosing a way to become economically independent.

--To be accurately informed and become involved in the process. Benefits could be never-ending if the system does its part in informing and serving the handicapped. Many adults can become actively involved in the community if their handicaps are accepted and if appropriate training is provided. This will offer opportunities to contribute to society instead of being forced to live off the system.

--The role and responsibilities of the education community is clear in the mandates for free, appropriate public education in the least restrictive environment. The benefits to the community become apparent in the contributions of this population to the community.

--The community, of course, must assume a very active role in ensuring that all students receive the best possible education. This, of course prepares the future for that community. The same response is valid for a community's handicapped students. To obtain the best results each student should be challenged to the utmost of his or her abilities. This in not accomplished by putting handicapped students in special schools unecessarily. Perhaps a special school is the answer for some children and after careful evaluation if it is clear that a special school or classroom should be recommended then the placement should be made. However, if with some adaptation the student could be "mainstreamed" that's what should be done. By providing this free and unrestrictive education for handicapped students, you would be challenging the students to their fullest potential and hopefully the end result would benefit the community as well as the individual.

10. In what additional ways could agencies better serve minority handicapped persons?

--From a realistic standpoint, this reviewer is not really sure nor has he a suggestion as to how the agencies could better serve the minority handicapped persons except possibly in making sure that the literature is sent to the appropriate agencies that the minority handicapped frequent; by making sure that the literature is written in a language that is understandable to the minorities concerned; by establishing a network of field representatives who will have as their major responsibility the knocking on doors and interacting with the minority community as it relates to the awareness program for the handicapped.

--All federal, state and local service providers establish and maintain satellite public awareness (information) campaigns within minority communities; utilizing traditional 'main line' ethnic institutions, i.e., churches, beauty and barber shops, etc.

--Agencies in general must remember the clients that are to be served. The agencies then must be aware of the needs of those clients and adjust the agencies operation accordingly. In most cases the agencies should locate in an area thatis convenient to the client. That does not mean in the client's backyard necessarily but it does mean a location that the client can go to. The clients must be aware of the agency and therefore the agency must take great pains in making the potential clients aware of services. Public service time, newspaper, church news, grocery store, clinics, schools, and community centers are a few places where an advertising push must be made. Hours of operation might be critical. Adjust to the clients and you will make your service more available. A Tuesday through Saturday schedule may reach a greater audience than a Monday through Friday schedule. Ways to better serve the minority handicapped will vary from agency to agency. Each agency must be aware of the needs of the groups trying to be aided.

--One way in which agencies could increase service to minority handicapped persons as well as others is to centralize and coordinate services. A central referral agency could greatly reduce duplications and increase services available. For example, it is possible that a person may need services from three or more different agencies. As it now stands that person would be visited by three different agencies for intake interviews which is a duplication of effort. Through a central referral agency or through greater interagency coordination only one intake interview would need to be taken and from that interview the handicapped individual could be referred to the appropriate agencies for services.

--Services offered to handicapped children need to be coordinated so that services are not needlessly duplicated and gaps in services can be identified and possibly filled.

--A long standing problem that has yet to be resolved is interagency cooperation in providing services for handicapped individuals. Examples would be services provided by the Department of Mental Health, Division of Youth services, etc. Have programs that could complement services provided by local school districts. Often there appears to be lack of communication resulting in lack of services that could be provided through cooperative efforts.

11. What benefits do you see in teachers using a local directory to refer children and/or parents? Problems?

--I think the literature provided could give teachers an excellent opportunity to interact and relate to children and parents of the handicapped community. I believe further that the more knowledgeable teachers becomes of issues and responsibilities that society in total has toward the handicapped, the better equipped they will be to provide appropriate educational experiences for the handicapped. However, from a realistic standpoint, I do see problems. Currently, the Division of Special Education has ongoing problems with teachers that are in the regular program, primarily because they feel that the tremendous amount of paper work, the regulations surrounding P. L. 94-142, the day-to-day requirements that the Division is placing on them as it relates to the special child are, at this point, overbearing. Therefore, it will be very difficult, if not impossible, at this point in time, to enlist the kinds of support that will be necessary for us to enhance the amount of involvement that the teacher has with the children and the parents of handicapped children.

--This information can be of tremendous value to the teacher. Many times problems outside the school are manifested by the poor results in school. A directory of this type could upgrade the teachers' awareness and would provide some answers.

--If teachers used this type of information-matching appropriate service provider with child's difficulties-improvements should result in the skillful handling of handicapped children, the school's environment, and in the minority child/parent's reactions to their problems. Problems could result from having teachers provide basic 'social work' functions with their regular classroom activities.

--Benefits would be in having teachers aware of the variety of services available to meet children's needs. Problems would be in having teachers aware and then referring families for services the school is mandated to provide. Also, knowing the process for referral is important so families do not have to make several trips to obtain the services.

--Teachers in contact or having the potential for contacting more parents than any other public agency. Therefore, they can be very valuable as a referral source. The problem is that many parents who need information and services seldom visit schools or call schools for assistance.

--I think teachers could benefit from an awareness of helping agencies and agencies that provide free or low cost services. Just dissemination of such information may present problems without a thorough understanding of the function and interaction with the school district. There are many services available through the district and procedures for referral that should be known by the teacher. The teacher should also know his/her role in imparting information-what is and is not appropriate and how to present this to parents.

12. How do we get a directory to the people who could use it the most:

--This reviewer does not see it as a problem getting the Directory to the people. I feel the major problem will be in getting the people to utilize the information that is found within the directory.

--A directory of this type could be included in the information given to each teacher at the start of a new school year. That would mean it must be provided to each school district for distribution. The key element is who should take the job of compiling and keeping current the directory as well as who should have the job of printing and distributing the directory. Unless the directory is kept somewhat current the usefulness will be gone. If expense is a factor, perhaps the individuals in a school district to receive copies should be the counselors.

--I'm not sure you can give a directory like this to people and have it effectively used. Since there is a program in existence which is set up to work with families to give them essential information, this may be a better option. The Direction Center has offices located in Kansas City for family interviews.

--By mailing it with 'letter of intent' to all local parent/ civic groups and religious institutions (Community Out Reach Directors).

--The directory could be sent to churches, schools, clinics, family centers, physicians, and community action groups.

--Selected information could be compiled for use by classroom teachers, explained and distributed and the training sessions offered. Complete information could be given to principals and program supervisors with specific directions regarding the responsibility of the district and proper procedures for referral of services.

Suggested Application Activities

1. Take one of the racial or ethnic groups in your classroom or school and design a lesson around this group's contribution to the world. Divide the lesson so as to cover the traditional and contemporary contribution of the group.

2. Invite a guest speaker from an ethnic or racial group to come to your class to discuss their childhood or early life in this country.

3. Have your class write an essay on a racial or ethnic group other than their own or to write about an important person from their own racial or ethnic group.

4. Have an international dinner (lunch) around an ethnic theme. Involve students and parents.
5. Have a panel discussion concerning handicapped persons. Have the panel comprised of minority handicapped persons.

6. Establish a multi-ethnic advisory group among parents to support the class in this area. Allow them to plan appropriate events and classroom experiences.

7. Other.

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Chapter X

Staff Training

Objectives

After completing this chapter you will be able to:

1. Describe past limitations to teachers' obtaining training experiences in the multicultural aspects of education.
2. State reasons training teachers in multicultural educational skills is a must.
3. List necessary teacher competencies for success in working with minority handicapped children.
4. Identify alternatives for training teachers in multi-cultural educational skills.
5. Identify and discuss components that should be included in college level training programs.
6. Suggest activities that might be included in inservice training.

The emphasis of the book to this point has been preparing minority handicapped students to function in a multicultural society through their educational experiences at the elementary and secondary school levels. Included have been chapters on assessment, community, learning styles, barriers, and curriculum. In this chapter the focus now turns to the teacher and the training of staff to carry out multicultural programs in the schools.

Since teachers create the learning environment, it is essential that they possess the competencies necessary to foster maximum educational experiences for the students in their class. First we will consider the necessity for training teachers in multicultural skills, second, the competencies teachers need, and skills that should be included in a training program and third, the alternatives for delivering training.

In the past, the traditional undergraduate teacher training program dealt little, if at all with the multicultural aspects of education. A few programs in specific geographic locations developed bilingual programs to meet the needs of specific areas,(i.e., in the southwest,Spanish-American programs developed). The University of Houston, as early as 1972, had the beginnings of a multicultural education program in the form of a four year BS in Education with a bilingual endorsement Spanish/English. These programs recruited Spanish speaking persons who were also competent in English. The other trend in University programs has been ethnic studies, the result of ethnic pride and consciousness sparked by the 1960's Black Civil Rights movement across campuses. However, these programs often occurred outside college education programs and many students did not fit this additional coursework into their schedules. Knowledge of the culture, values, language patterns, and other characteristics of a particular ethnic group was not considered a major component of a training program in education.

Special education programs prepared teachers competent in diagnosing and remediating learning disorders, emotional disturbances, mental retardation, visual and hearing impairments, etc. But again specific emphasis on various cultural groups was not considered a necessary component of a program.

Another problem with early teacher training programs was the actual preliminary teaching experiences college students received and its relationship to the students eventually taught by the teacher after graduation. Many students experienced their student-teacher training in a University lab school or in schools in close proximity to the University campus. Students here were often of a select population and not always representative of the urban/multicultural settings in which many teachers would eventually work.

Thus, many teachers failed to receive experiences that would help them analyze the prevailing concept of the "melting pot", wherein the racially diverse population melted down into a single race with similar values, lifestyles, and cultural patterns. The extreme instance being for minority students to never find out what sets them apart as culturally unique, their language, dialect and values. Teachers failed to learn the contributions of various cultural groups and to recognize the intrinsic worth of diverse cultures. Teachers trained to teach to the "melting pot" theory often failed to have insight into the diverse natures and needs of their students. They had not learned the efficient and effective ways to tap the students cultural base for learning.

It has become increasingly evident that teachers must adapt teaching methods to meet the growing pressures to deliver instruction in such a manner that culturally different children can succeed in the classroom (Rodriquez, 1979). Several factors make multicultural training for teachers a must. Four specific reasons are:

1. The educational value for students living in a multicultural society to be taught by a teacher trained in multicultural methods.
2. Standards established by National Council for Accreditation of of Teacher Education (NCATE) in support of multicultural education.
3. State agencies requiring multicultural education for certification.
4. The increasing numbers of minority students in public schools.

In 1972, the Commission on Multicultural Education of the American Association of Colleges for Teacher Education developed and adopted a policy statement entitled "No One Model American". A portion of this policy states that:

> "To endorse cultural pluralism is to endorse the principle that there is no one model American. To endorse pluralism is to understand and appreciate the differences that exist among the nation's citizens. It is to see these differences as a positive force in the continuing development of a society which professes a wholesome respect for the intrinsic worth of every individual. Cultural pluralism is more than a temporary accomodation to placate racial and ethnic minorities. It is a concept that aims toward a heightened

> sense of being and of wholeness of the entire society based on the unique strengths of each of its parts." (AACTE, 1973).

Most teacher education agencies are members of the National Council for Accreditation of Teacher Education (NCATE). NCATE is the major teacher education accrediting organization in the United States. In order to receive accreditation or reaccreditation, member institutions must meet NCATE standards on Multicultural Education adopted May 1977 and made effective January 1, 1979. The new standard reads:

> Standard 2.1.1: The institution gives evidence of planning for multicultural education in its teacher education curricula including both the general and professional studies components. (NCATE, 1977).

Teacher Competencies

The education of culturally different handicapped students requires skill in adapting instructional formats and content that has been traditionally designed for the majority population. In addition teachers must be capable of reflecting values, philosophies and lifestyles in their teaching. According to Bessant-Byrd (1981) there are several competencies necessary for teachers of the minority handicapped child. These include:

1. Knowledge of the role of value systems and ability to analyze and evaluate their influence on behavior. The teacher should have a good self-concept and be able to develop a child's self-esteem.

2. Knowledge of the philosophy behind cultures and observable personal behavior reflecting an interest in expanding that knowledge. Teachers need to develop a better understanding of and a greater sensitivity to the belief systems operating in minority cultures.

3. Use of relevant information and materials characteristic of both the (1) native traditional and (2) contemporary lifestyles of various cultures for developing curriculum content. Teachers need a basic knowledge of similarities and differences within and across cultures such as specific indices of culture, verbal and non-verbal communication, and social patterns.

4. Understanding of the different patterns of human growth and development within and between cultures. Teachers need to know

the codes of conduct and cultural milieu of specific groups. Recognition must be made that the child may not be in cultural synchrony with the teacher because their experiences are different but not deficient.

5. Recognition that potential cultural and linguistic biases are reflected in the composition, administration, and interpretation of existing assessment instruments. The teacher recognizes that tests have often been used in psychologically damaging ways with the disadvantaged and that children have often been penalized for differences in dialect, pronunciation, and experiential background.
6. Demonstration of the ability to provide a flexible learning environment which meets individual needs of learners from various cultural groups. The teacher must provide education experiences that help minority children exercise their maximum learning potential.

Teacher training programs developed to foster these competencies must set out a series of tasks for trainees that result in mastery of these competencies. These tasks might include: instruction in middle class value systems, minority value systems, philosophies of various cultures, cultural relevance in curriculum, choosing and/or designing materials, identifying cultural differences in areas of physical, social, cognitive development, linguistic differences of cultural groups, cultural bias in assessment, design of individualized learning environments, etc.

Training Programs

There are essentially three levels of training to prepare teachers to work with the minority handicapped child. These are: (1) college level pre-service training, (2) inservice training, and (3) training offered by professional teacher organizations.

Pre-service College Training. Teacher training programs vary from state to state. However, because of standards imposed by the National Council for Accreditation of Teacher Education (NCATE), many training institutions incorporated into their programs courses that deal with multicultural education. A directory of teacher training institutions which have shown evidence of developing multicultural programs is available from the American Association of Colleges for Teacher Education.[2]

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[2] Available from the American Association of Colleges for Teacher Education.

While programs vary, the major focus of multicultural training contains some constants. Multicultural education at the college training level should include, but not be limited to, experiences which:

1. Promote analytical and evaluative abilities to confront issues such as democracy, racism, sexism, and/or parity of power.
2. Develop skills for values clarification including the study of the manifest and latent transmission of values.
3. Examine the dynamics of diverse cultures and implications for developing teaching strategies.
4. Examine linguistic variations and diverse learning styles as a basis for development of teaching styles (NCATE Standards, 1977, p. 4).

Teacher training, then, must go further than ethnic studies. Considerations of sex, race, religion, language, handicapping conditions, social economic status and class become an important part of study. The program must reflect diverse cultural needs, therefore the teacher must be able to understand the individual needs and differences of their students. Multicultural education training programs should provide this information and the skills that the teaching staff member will need.

The trends in existing programs appear to be educating the perspectives of cultural awareness, understanding of the dangers of stereotyping different cultural groups, the history of various groups, issues in politics, racism, sexism involving ethnic groups, testing and assessment, language dominance and testing techniques for non-native speakers, bi-cultural curriculum development, and techniques in instruction.

In a move to more practical application more schools are insisting that their student teachers be placed in school settings that are of multi-cultural urban or rural make-up giving them the opportunity to apply those skills that will generalize to their work setting.

Many training institutions have developed and expanded programs and courses that deal with components of a multicultural education or developed new programs in separate departments. For example, the University of Houston has added to its bilingual program elective hours in Education for a Multicultural Society and Multicultural Curriculum K-12, at the MS level. At the Ph.D. levels, they offer a Seminar and Lab Experiences in Multicultural Education and Research Designs in Multicultural Bilingual Education. The University of Denver works through its center for Teaching

International Relations offering graduate courses and teacher inservice programs, curriculum development and dissemination in areas of world perspectives, ethnic heritage, world area studies, and multicultural studies.

A look at specific programs shows differences in course titles, course format, hours needed for concentration, etc., however, basic similarities exist in objectives. For example, the University of Denver offers a course entitled "Sociology of Educating Multi-ethnic Populations". The course is designed to stimulate students' awareness of pluralistic nature of American Education. The program attempts to heighten students' recognition of new directions of multicultural education, i.e., integration, bilingualism, ethnic studies, and special education. The focus of the course will be on implementation of pluralistic education in all aspects of educational programs. A class project might include applying multicultural education to some aspect of schooling and general education. For example,

1. Develop plans for involving the school community for teaching multicultural education.
2. Develop specific strategies and techniques in multicultural education for use with specific age/grade level children and their parents.

The University of Houston's program is designed to prepare educators and others as multicultural specialists who are concerned with implementation of bilingual teaching strategies, and the development of research designs applicable to multicultural situations in education. Fairfield University offers a four year summer program leading to a MA or Certificate of Advanced Study with a concentration in Multilingual/Multicultural Education. Their program, which began in the summer of 1977, utilizes an intensive reading list of materials on bilingual education and multicultural education in America. Courses included in the program include, "Issues in Bilingualism and Special Education", "Testing and Assessment: Bilingual and English-Speaking Language", and "Teacher and Pupil in the Multicultural Classroom".

At this time it appears that Special Education programs do not widely include program components addressed to multicultural variables. This is surprising in light of the fact that disproportionate percentages of special education children are from culturally different groups, that the problem of being handicapped is compounded for the minority group person, and that an understanding of the learning styles, dialects and communication patterns of different cultural groups can aid services for the handicapped student.

The basic special education program continues to be focused on handicapping conditions, assessment, programming and curriculum development. Individual professors may or may not include ethnic differences as a variable in their particular courses. A Multicultural/Special Education Project at the University of Kansas recently undertook the task of assessing these factors in the Special Education curriculua through analyses of department course outlines and class required readings (Meyen, Rodriquez & Erb, 1981). The questions they considered included:

1. Is the disproportionate number of culturally different children in special education pointed out and are the political, social, educational, and cultural implications discussed?

2. Is attention given to the special factors that affect the culturally different child? (Language, self-concept, social class, stereotyping, etc.).

3. Are teacher trainees helped to see how the cultural diversity of their students may affect the classroom atmosphere and their approach to teaching?

4. Have teacher trainees been aided in examining their own attitudes, assumptions, and stereotypes about various ethnic groups?

5. Are teacher trainees encouraged to examine their own values and expectations and to see how these may contribute to or detract from communicating with and understanding culturally different children?

6. Is there any investigation into the methods in which different cultural groups view and react to handicaps?

7. Is the minority child in special education handled as a separate topic or are the needs and special proglams of the handicapped minority child integrated into all content areas of the curriculum?

8. Is the discussion of the culturally different child in special education included early in the course outline to enable the teacher trainees to relate what they have learned about culturally diverse children to all topics covered in the course?

9. Is there an attempt to break down stereotypes about different ethnic groups and replace them with broader knowledge of different groups and more accurate information about social problems?

10. Are special techniques used to help teachers gain a deeper insight into the added emotional problems the culturally different child may face?

11. Are field experiences provided for students in a multicultural setting?

Based upon interviews with 17 faculty members and 18 courses in the Department of Special Education at the University of Kansas that were evaluated, the following points were made:

1. Most faculty members were receptive to and conscious of the need for covering multicultural content in their courses.

2. Most textbooks were not as attuned to this need and in most cases were lacking appropriate references and what would be considered an indepth analysis of pertinent issues.

3. There was evidence that professors had used supplemental readings linked to class discussion to overcome this problem. There, readings appeared more challenging and informative than the information in textbooks.

4. Because of this problem, multicultural education has the appearance of an add on, rather than integrated concept in Special Education.

5. It was concluded that current courses best meet the objectives of student awareness of minority and multicultural issues, followed by knowledge level objectives. The courses were least effective in developing multicultural teaching skills. "It was not noted that students were afforded occasions to: (a) develop materials with a multicultural focus, (b) explore alternative ways of teaching a child with limited English proficiency, or (c) organize an assessment program that attempted to avoid the typical pitfalls of biased testing and placement (Meyen & Rodriquez, 1979)". Thus, it appears appropriate to conclude that considerable progress has been made in incorporating this issue into the program, but that considerable progress is still yet to come if a totally integrated program is to be achieved.

A product of the University of Kansas Multicultural Project was the publication of "Mainstreaming a Multicultural Concept Into Special Education, Guidelines for Special Education Teacher Trainers" (Meyen et al., 1981). This material includes: (a) a rationale for multicultural education, (b) a process for analyzing current curricula, (c) a workshop model for examining the analysis and establishing departmental goals, and (d) a design process for mainstreaming multicultural education into special education.

In establishing a rationale for multicultural education the project team states, "If schools are to prepare for today's society, multicultural education should be a strongly emphasized part of the curriculum." They go on to say ...."Multicultural education has a place in every facet of education." In order for this to become a reality, the team sets out guidelines to assist special departments at training institutions in analyzing their curriculum. This analysis may involve a task force to develop questions and issues, faculty interviews and classroom observations. The workshop model developed by them can then be used to discuss the results of the analysis, impart information to the faculty, determine goals and objectives. Finally, their design process can be implemented to bring about changes in the curricula. As a result of the work at KU by the Multicultural Project team, a model exists that will allow other institutions to review multicultural education components in their program.

Inservice Training. Since vast numbers of teachers in the schools were not exposed to multicultural training during their initial college experiences, they very likely will not consider the importance of ethnic and cultural differences in their teaching. Attention must be directed toward this population, both in early inservice and inservice on a continuing basis. Generally, the first 3-4 days before school begins, serves as an inservice period for teachers, introducing them to new district policies, program, etc. This is an opportune time for district multicultural objectives to be introduced. For the past three or four years regular inservice meetings in many districts throughout the United States have concentrated on the use of the Individual Education Program (IEP). Along these same lines, persons trained in multicultural curriculum and materials could make presentations to groups of special and regular educators. This time could be used to demonstrate skills, i.e., teaching reading to students whose first language is other than English, material selection, curriculum modification, providing role models, and using the minority community as a resource. This same period before the start of the school year could include demonstration of multicultural teaching aids presented by a materials development center specializing in this area. It might also include a workshop showing teachers how to rate materials on their inclusion of multicultural components, pictures, topics of interest, language and realism. This time might also be appropriate to assess teachers on their knowledge of ethnic groups that make up their district, differences in cultures, learning styles, etc. Information gained from such an assessment could later be used as basis for additional workshops and inservices. Throughout a school year many opportunities for staff training occur. Principals and coordinators appear to be the key to these programs and regular staff meetings offer opportunities for information to be shared with the staff. Here again multicultural educational skills can be made the focus.

Inservice may be either formal or informal. Formal discussions concerning the ethnic makeup of the school and needs assessments of the faculty can be accomplished early in the year to help establish goals, objectives, and activities for inservice workshops and activities to follow. Inservice topics based on early assessment at the building level might include:

1. Barriers to the minority and handicapped student.
2. Modification of the curriculum.
3. Interpreting test information.
4. Various learning styles.
5. Selection of materials.
6. Using the minority community as a resource.

Informal inservice throughout the year in the form of handouts, faculty meetings, workshops, films, material displays in the teachers' lounge, speakers from the community can be used as a means to keep teachers actively involved and aware of multicultural teaching. Inservice at the building level provides a unique opportunity to provide teachers with information and skills specific to the children they are working directly with and specific to the problems they have identified as important to them and their classes.

It is well agreed among educators that with the exception of the children themselves, the teacher is a critical determinant in the educational process. It is essential then that teachers be trained at all levels (college and on-going) in skills that will give them the ability to skillfully meet the needs of special populations.

Professional Organizations. Many teachers are members of professional organizations related to their areas of interest. Examples are the Association for Children with Learning Disabilities, The Council for Exceptional Children, etc. Even more may be members of National Educational Associations or Teacher Federations. These groups have recently become involved in issues indirectly and directly related to multicultural education. Their primary interests to date have been through lobbying, legislation, dissemination of information, and conferences on topics related to minority and handicapped children. Recognizing the need for groups to address themselves to minority issues several sections of larger organizations have been created whose major concerns are minorities. As early as 1968, the Council for Exceptional Children expressed an interest in education related to minorities and in 1969 an organized minority group (Black Caucus) appeared. By 1971 an Ad Hoc Minority Groups Committee had been developed and concerns in minority issues had been incorporated into the CEC program. From these special groups have come materials, research and publications, and conferences dealing with the special needs of unique groups as well as a commitment to increased professional awareness and understanding of cultural and linguistic differences.

The May 1974 issue of Exceptional Children (official journal of The Council for Exceptional Children) was a special issue devoted entirely to concerns on "Cultural Diversity." This issue represents the published proceedings of the CEC Institute and Conference of Cultural Diversity. These two meetings marked the beginning of CEC's commitment to stimulate research and interest in this area.

Also arising from this commitment have been the CEC Fact Sheets on Issues of Cultural Diversity. These informative fact sheets are disseminated by CEC through the ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia, 22091. These sheets address questions and answers on issues of language, assessment, curriculum, teacher training, etc. CEC also has developed a Minority Professional Talent Bank Directory. Its purpose is to identify and involve CEC members of minority backgrounds in activities where their ethnic/racial insights can be shared with nonminority members to improve the education of all children.

The most recent efforts of CEC were the Conferences on the Exceptional Black Child and Exceptional Bilingual Child held in New Orleans in February 1981. These twin conferences dealt with assessment, teacher education programs, learning styles, curriculum modifications, cultural considerations and language through general sessions, material displays, and share-a-thons. The twin conferences brought together professionals from varying backgrounds concerned about the challenge of educating minority handicapped children.

Summary

There exists a challenge today to school administrators and teachers to meet the needs of diverse cultures represented in their school populations. Within these populations there are high percentages of minority students placed in special education programs. Teachers have the critical task of incorporating various ethnic perspectives into existing educational programs. The importance of the training teachers receive cannot be minimized. They must develop knowledge of skills and understanding of differences that will enable them to program effectively for students who must function in a multicultural society.

Study and Review Questions

1. What are some reasons for training teachers in multicultural educational skills?
2. List and discuss briefly competencies necessary for a teacher working with minority handicapped populations.
3. List and discuss two forms of training for teachers that might be utilized to teach multicultural skills.
4. What types of experiences should go into a course for special education teachers in multicultural education? What should not be included?
5. What are some specific ways a building principal might inservice teachers in multicultural educational skills?
6. In your opinion, what impact will inservice or preservice training of teachers have on handicapped minority students' education?

Discussion Questions

1. What methods might be employed at the local school level to provide teachers with information for multicultural teaching?

2. How might teachers be assessed in their knowledge of cultural differences as related to education?

    a.) Methods and techniques in teaching.
    b.) Sensitivity and awareness.

3. How can training programs prepare teachers in areas of:

    a.) Nonverbal communication (touching, smiling).
    b.) Personalizing lessons.
    c.) Dealing with competition and cooperation.
    d.) Home-school communication.
    e.) Accepting child's feelings, ideas, etc.
    f.) Highlighting culture.
    g.) Recognizing barriers to appropriate education.

4. What types of questions might a principal interviewing a prospective teacher in an urban setting ask to get a "feel" for his/her sensitivity and knowledge in the area of multicultural education? What other data might be helpful to consider?

5. How might a principal evaluate his teachers on a regular basis for effective "multicultural" teaching ?

6. Discuss the pros and cons of states requiring teachers to show coursework or experience in multicultural components for certification.

7. What coursework and experiences should go into such a course for special education teachers? Pretend you are developing the course.

8. What implications are there for inservice training of teachers in minority concerns/issues?

9. In your opinion, what impact will inservice or preservice training of teachers have on handicapped students education? How might these benefits be measured?

10. Do you favor multicultural certification requirements for teachers? What benefits or problems do you foresee?

Area: Staff Training

Issues Report

Name______________________

Date______________________

Instructions: Please prepare written comments and/or notes in response to each question. These notes can be used by you during the discussion period. Please attach additional sheets as required. Please number each of your comments to correspond to the number of the issue question.

Previous Discussion Points for Staff Training

1. What methods might be employed at the local school level to provide teachers with information for multicultural teaching?

--The building facilitator or instructional leader, both at the elementary and secondary level, respectively, could be utilized to provide teachers - especially new teachers - with additional information regarding multicultural teaching. In addition to these two groups, parents' groups and community leaders within the respective local school area could be very helpful in terms of providing teachers with the historical perspective of the multicultural setting in which they are presently teaching.

--Teachers might be provided training and information for multicultural teaching through inservice workshops; through the provisions in professional literature; and through demonstrations on how various multicultural materials might be used in the classroom. Since there is no requirement for additional educational experiences or course work for certificate renewal in the Kansas City, Missouri District, other incentives such as released time or remuneration may need to be used to encourage teachers to participate in inservice training.

--There are several traditional methods such as the orientation period before school starts and the in-service training programs throughout the year. Another way to address the problem is a task force made up of both teachers and administrators to look into the development of a program for the multicultural needs of that school district or building.

--A number of methods might be employed at the local school level to provide teachers with information for multi-cultural teaching such as in-service sessions to provide exposure, workshops to provide other experiences, seminars, lectures by persons knowledgeable in this area. The Kansas City School District has a multi-cultural center which provides materials and suggestions for classroom use. Seminars have been provided via multilingual institutes to provide an awareness of different cultures and suggestions and techniques for working with culturally different children.

2. How might teachers knowledge of cultural differences be assessed as related to education: (a) Methods and techniques in teaching, (b) sensitivity and awareness.

--There are several factors that could be used to determine whether a teacher has knowledge of cultural differences as related to education. One way would be to look at the transcript and determine the variety of courses they have had in pluralistic cultural perspectives in education. Another way would be to ask them questions that deal with various cultures, either found in the setting or the various ones that are found nationally. Also, these teachers could be asked to develop curricula that addresses various cultural differences found within the school district or various school districts across the country. Still another way might be to develop a series of "instances" that involved various different cultural milieus and ask the teacher applicant to address the concerns that the principal will have in regard to these various pluralistic differences.

--Teachers might be asked to participate in demonstration teaching to show various methods and techniques to assist in assessing their knowledge of cultural differences. Principals or other supervisors might visit classrooms to ascertain the degree to which cultural differences are incorporated in daily teaching activities. The kinds of materials teachers display in their rooms often give an indication of their awareness of cultural differences. The approach teachers use in the classroom to expose students to cultural differences is an indicator of the teacher's sensitivity and awareness Is there evidence visually that what is being taught is part of the general curricula or just units in isolation.

--School principals should regularly visit classrooms to observe teacher awareness and knowledge of cultural differences through presentation of daily lesson plans and classroom activities.

--The most effective tool for evaluation in this area would be observation.

--Assessment must be made at different levels of the teachers career. In college, I feel, the students need to be exposed to multicultural teaching methods. How that student or teacher-to-be reacts is critical. As a new teacher, the principal will take a leading role in screening applicants and hiring new teachers. The principal will also assess the teacher's continuing performance. In schools that are large there will be department heads which will play a role in assessing teachers and their abilities.

--Teachers might be assessed in their knowledge of cultural differences related to education through observation of both his/her methods of teaching and sensitivity of cultural differences which would get at knowledge indirectly through application. To assess knowledge directly, a questionnaire, test, or inventory of some kind would probably be needed.

3. How can training programs prepare teachers in areas of: (a) Nonverbal communication (touching, smiling), (b) Personalizing lessons, (c) Dealing with competition and cooperation, (d) Home-school communication, (e) Accepting child's feelings, ideas, etc., (f) Highlighting culture, (g) Recognizing barriers to appropriate education.

--First of all, I am not really sure that training programs can address all the various sensitive areas that are delineated here. While the exposure via course work can be made available, I am not really positive that this will assure that the various interactions within a classroom could be internalized to the point where teachers would be able to modify their behavior so that the teacher would be able to address these concerns appropriately. However, perhaps the best approach might be to set up a system of practicums where these areas can be looked at and practiced so that the young people that are going through their teacher training will have an opportunity, even from the hypothetical standpoint, to deal with these various issues while they are going through their training experience. Too, it would be good if individuals had an opportunity to actually go to pluralistic cultural areas and actually implement some of the practicum experiences, or ideas that they have conjured up via the course work that they have experienced.

--The areas mentioned are all valuable and would enhance any teacher's skills in dealing with students. These are also for the most part areas where any teacher should be aware and these are areas where a good teacher will excel.

--Institutes of higher education that train teachers are slowly becoming more aware of the kinds of teachers that are needed. With the awareness comes a modification of programs to meet these needs. In addition to what is offered in programs there should be opportunities for "hands-on" experiences - practice and close supervision with opportunities for students to experience and interact with varying populations.

--All of these areas can best be addressed through direct contact with other teachers and children. Practicum experiences offer opportunities for observation and modeling. Personalizing lessons should be taught in training programs in special education.

--Practicums during the "student teaching phase" should be designed to cover these areas.

--Training programs can prepare teachers in areas of:

a. Nonverbal communication: Most teachers use nonverbal communication with the children they teach. Many teachers, however, do not use nonverbal communication techniques in a systematic way to increase appropriate behavior and to decrease inappropriate behavior. Teachers can be taught how to effectively use these procedures through direct instruction, role playing, observation, and through application in a classroom setting.

b. Personalization in the classroom comes in many ways such as displaying work of children, displaying pictures of children and their families, through "show and tell" sessions, etc.

c. Teachers can be given suggestions of games, projects, etc. that will encourage cooperation among students.

d. Teachers need to be encouraged to make frequent contact with parents through notes, telephone conversations, school functions and when possible, make home visits.

e. Accepting the child's ideas, highlighting his culture, and recognizing barriers to appropriate education are examples of activities that can be used to heighten the awareness of teachers to the various cultures that may be represented in their classrooms.

4. What types of questions might a principal interviewing a prospective teacher in an urban setting ask to get a "feel" for his/her sensitivity and knowledge in the area of multicultural education? What other data might be helpful to consider?

--The principal might ask about multicultural courses that the applicant has experienced. The applicant could be asked if she/he has taught children of different cultural backgrounds in other contractual arrangements or while student teaching. The applicant could be asked about their feelings concerning other cultures and why. Also if he or she has ever visited a home of a culturally different individual and what experiences were felt while in attendance there. The applicant could also be asked why she or he wanted to teach in a multicultural environment and if not, why not, especially if a choice were available. Other data that might be important for the principal to have would be past environmental experiences while growing up in his/her own environment; different experiences the person has had - for example travel or foreign languages spoken. A person could be asked whether they grew up within a multicultural environment and asked to compare his/her feelings to those of a nation of pluralistic cultures that are evident within the United States.

--Principals have a very grave responsibility in selecting a staff. The principal must get the best qualified staff available. Available might be the key word. By asking direct questions and by putting the applicant into situations, the principal should get a feel for the individuals sensitivity to a multicultural program. Transcripts are of course helpful as well as references from other schools. Although the references will come from the applicants own recommendation, they should be followed up. Also previous employers views should be checked.

--A principal might ask the prospective teacher some questions and and concerns such as: (a) how do you feel about working with different ethnic groups, (b) what experience have you had, (c) tell me about some experiences, (d) how would you handle certain situations, (e) how do you feel about making home calls, (f) how do you feel about working in the inner-city, (g) what questions or concerns do you have.

--Questions should be asked to underscore the "significant time" spent by the prospective teacher, in urban settings or other ethnic communities. Critical ethnic situational questions should also be injected during interviews. Principals thus can observe and underscore prospective teacher's immediate response. Other data as varied work experience, if reflected in the application, in ethnic social and educational programs should be considered.

--Questions should be direct and asked for the benefit of the children to be taught as well as the prospective teacher. Previous background and experience give insight.

--In the interview with prospective teachers, a principal may gain information concerning knowledge of and sensitivity toward various cultures by asking questions that will reveal the applicant's experience with children from different cultural backgrounds, social and professional relationships with people from various cultures. It might also be helpful to ask questions concerning previous employment and where and with what type of children she did her/his student teaching and/or practicum.

5. How might a principal evaluate his teachers on a regular basis for effective "multicultural teaching"?

--The principal could evaluate his teachers on a regular basis as it related to multicultural teaching by classroom visitation; a close look at the curricula. The principal could also make a discernment of student feelings for the various cultures, either within the community or the nation as a whole.

--A principal should make periodic visits to the classroom. Lesson plans should be reviewed and an evaluation should be made at the end of the term.

--Principal evaluation should be made through regular classroom visits and observation, asking certain structured questions of the children and a review of lesson plans.

--The principal needs to constantly observe and be aware of relationships and interaction between teachers, children and parents.

--A principal might evaluate his teachers for effective multicultural teaching by observing in the classrooms on a regular basis and by viewing lesson plans prepared by teachers to see if they follow what is being taught.

6. Discuss the pros and cons of states requiring teachers to show course work or experience in multicultural components for certification.

--This reviewer is of the opinion that there is too much certification right now. There is no guarantee that once certified that the person would be eligible or qualified to implement a type of classroom experience for his/her charges that would be appropriate in terms of a positive look toward the pluralistic cultures of our nation. However, I am of the opinion that some course work could be built into the training program, but rather than built in structured courses in this ares, I feel that there are enough education courses operative now where there is so much repetition of the same thing over time, especially in the beginning stages of various courses,that some of this could be replaced with more multicultural components.

--In my opinion, you cannot teach sensitivity. Sensitivity, however, is a key ingredient in making a good teacher. Therefore, it might become a task of channeling the sensitivity that most teachers do possess. Course work, then, would become important by exposing teachers to the multicultural problems facing many school districts. The future trend in education is including multicultural teaching methods as part of the course work.

--According to the chapter, NCATE has incorporated multicultural education in new standards. I think this is one way of insuring that LEA's address the problem. Although course work is important it should not be done in isolation without practical experience. A problem may come with suitable or available sites for this experience. Another problem could be developing courses and experiences for the multiplicity of cultural differences that exist.

--The value of state requirements to show course work experiences for certification is to protect each child's right to free and appropriate education; and for the professional self-development of teachers. Another factor in favor of state requirements for teacher certification is the continuing and ever increasing demands that schools maintain and extend their curriculum to include changing educational needs of local communities. If the number of adequately trained multicultural teachers should increase, I feel ethnic parents will gradually come to recognize and understand their stake in the education of their children.

--This should not be a requirement for certification but can be included as part of curriculum choice.

--According to NCATE, the total preparation program should be infused with ethnic and cultural content, experiences and prespectives. If this is required by institutions before they can be NCATE accredited, there will not necessarily be a need for course work to be shown on the transcript.

7. What course work and experiences should go into such a course for special education teachers? Pretend you're developing the course.

--The course work and experiences for the special education teachers should go a step beyond just a knowledge of the various cultural milieus that exist within the community. Special educators need to go a step beyond the knowledge base of the regular educator in terms of being able to prepare appropriate IEPs, experiences, as well as having a broader knowledge of the culture so that the educational experiences within the handicapped classrooms can be such that they are sensitive to all parameters. or most of the parameters and concerns of these handicapped children.

This reviewer must share a feeling, also, that has been shared on various other occasions, that when you begin to look at the variety of problems and indices that minority people have to deal with on a day-to-day basis, I think that the problems that minority handicapped have is an extra burden, for sure. But whether we can build a constellation of other concerns that go far, far beyond the concerns that a good teacher must have for a regular program is still moot in this reviewer's mind.

--Specifics as to course work and experiences may be difficult. Perhaps a survey of the area to determine the experiences that are available. There should be courses in history, culture, learning styles, values and what implications these have for the learning process. The course work should include how to interact with persons of different cultures and an appreciation for varying cultures. Experiences with persons and groups of the culture. Interaction with the groups so that there is a "feel" for the culture.

--Actual experiences in relating to minority children would be the most beneficial. Course work content needs to give information about cultures, methods of teaching which have proven effective and the importance of home/school coordination. Effort should be made to offer opportunity to deal with minority children in a school setting if a prospective teacher is planning to teach in such a setting. Courses in observation and moderate participation should be offered early in a teacher training program.

--Course work/experiences that deal with the individual personality to modify customary and stabilized patterns of teacher behavior, in order to cope more effectively with the new special education situation or condition should be developed. Distinct techniques of ethnic communication to elicit application of knowledge and skills based on teacher academic learning and experiences should also be developed.

--Course description: This course is designed to introduce the student to multicultural education. The content of the course will include: A concept of culture, language and culture, cognitive syles, problems in assessment of the culturally different exceptional child, evaluating multicultural materials, methods and techniques of instruction.

8. What implications are there for inservice training of teachers in minority concerns/issues?

--Inservice training of teachers in minority concerns and issues would be very valuable because there are many teachers who go through training programs where they do not have practical experiences with minority children and are not really aware of the issues and problems that minority youngsters have to address. These educators are not mindful of the various cultural nuances; they are not aware of the adjustments that the minority child, especially the handicapped child, has to make in order to be, at least, partially successful within the larger environment.

--Teachers often react negatively to inservice training when required to participate. Incentives, such as money, will possibly interest some teachers/principals in an in-service program. Participants involvement many times provides more interest than listening to a speaker.

--In-service training that causes awareness of minority concerns and issues, how these effect what is happening in the school setting and how the school setting effects these issues and concerns might be implications. As it regards special education, a clear definition of what cultural deprivation is and how it might relate to the needs of students.

--In-service training of teachers in minority concerns can open up opportunities for all classroom teachers who have either been socially restricted or "traditional classroom oriented" to eliminate ethnic misconceptions and other education (classroom) choices. In-service teacher training in minority concerns will also increase communication across racial lines; thus hopefully destroying stereotyping, ending distrust and hostility by minority parents of public education.

--I'm not sure what you mean by implications. Inservice training is important and if some way could be devised to ensure that all teachers participate the results should be good. Many of the problems we are facing now have not been addressed in the teacher's formal training. In-service is a way to update the teachers and it is essential for a good system.

--Multicultural special education is a relatively new direction in special education. Most of the research that has been done in this area has been done with nonexceptional populations. Therefore, results must be extrapolated to exceptional populations. Also, many universities have not tooled up for multicultural education so the implications are that much of the training in this area will be done through in-service for the present.

9. In your opinion, what impact will in-service or preservice training of teachers have on handicapped students' education? How might these benefits be measured.

--In-service or preservice training of teachers can have an effect on the welfare of the handicapped student. Without monitoring procedures built into the programs, the benefits cannot be clearly discerned. Part of the problem with many of our in-service programs across the country is that once the person is in-serviced or preserviced, one assumes that the information in the training will be internalized. I think that is debatable.

--Basic components of teacher training of handicapped students should include vocational preparation and education in living with a handicap.

--It will significantly effect students, especially in their self-concept.

--It will offer opportunities for awareness and resources which are available through the school district and in the community. Benefits can be measured by observation and evaluation of minority children's educational progress. Also adaptive behavior of minority children can be measured.

--In my opinion pre-service and in-service should assist teachers to better understand handicapping conditions and the unique needs of students, how to individualize instruction and provide for the needs of handicapped children in the least restrictive environment. These benefits may be measured by the number of children referred for special services and by the progress made by students.

--Hopefully, it will make the teachers more aware of the needs of the students and more aware of how the education received should be improved. Handicapped students should be pushed to their maximum. Students should not be excluded from the learning process. Too often students are labeled too early and their future is rather bleak.

10. Do you favor multicultural certification requirements for teachers? What benefits or problems do you forsee.

--This reviewer is not in favor of multicultural certification requirements for teachers. We rely too much on certification now and it does not guarantee knowledge of or ability to implement appropriate procedures or educational experiences for young people. I think before long we are going to be guilty of having so much certification that we are going to be so system specific that we will not be able to do an adequate job. I would prefer to see the processes built into the regular training program so that at the end of the training we can say we have a well-rounded, prepared professional who can implement appropriate educational programs for all children.

--Only if multicultural certification is relevant to the experiences the teacher will have. Problems may come in the teacher receiving "certification" without experience or "certification" without the ability to work with students of other cultures.

--Yes. Whether or not the teacher will ever teach in a system with a multicultural basis, it is still important to be exposed to the basic principle within a multicultural system.

--I do not favor multicultural certification. I believe the new NCATE regulations will take care of the requirements.

--No. Problems are that many teachers will not be in situations to deal with these problems and those that do will be in such varied situations that certification requirements would be nearly impossible to develop in order to meet all needs. Curriculum opportunities in teacher training programs could be partially required, 3-6 hours and others available on an elective basis. Infusion into total curriculum is important, however, development of specific courses dealing with multicultural subject matter will be difficult.

-- Yes. Because the requirement of multicultural certifications should produce more adequately prepared classroom teachers.

Suggested Application Activities

1. Develop a plan to fit yourself in terms of the multicultural teaching skills that you need. First develop a list of multicultural skills you currently have and use in your class. Next, project what you need to acquire based upon this chapter.

2. Develop a plan for self inservice training based upon #1 above. List the resources and activities that will enable skill attainment.

3. Serve on a building inservice training committee focusing on developing multicultural inservice training for other faculty.

4. Survey the faculty and compile a comprehensive list of multicultural methods and curricula available at your school. Plan a share-a-thon for faculty to communicate this resource.

5. Arrange for an inservice instructor to meet with the faculty in a formal training session.

6. Using materials you have in your text and/or have received in class, develop a brief handout that will inform other teachers in your building on multicultural issues such as: community resources, college courses offered in your area, new materials, current research, learning styles, etc. Circulate this handout in your building.

7. Based on the list of teacher competencies for success in working with minority handicapped children, do a self evaluation rating for yourself on a scale from 1-7 (least competent to most competent).

8. Using a staff meeting or before school get-together, introduce members of your staff to at least 3 materials that you have identified as representative of good multicultural materials.

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National Council For Accreditation of Teacher Education, Washington, D.C. 1977.

PART III - EPILOGUE

Epilogue

It is paradoxical that the achievements that minority and handicapped persons have made securing their educational rights, documented in this volume, are currently the target of the policies of the current administration in Washington. In the short three year period in which the Minority Inservice Program was developed, one might conclude that the summit was reached and that we are currently engaged in a race back to the valley from where it all began. Because of budget cuts to educational programs e.g., Title I, P.L. 94-142, programs at the state and local levels are currently being substantially reduced. The proposed policies of block grant funding without regulations to specify purposes of the funding will enable states to allocate funds without certainty that they will be used for minority or handicapped persons, or even education for that matter. This is because reduction in regulation is seen as a reduction in costs for the Washington bureaucracy. In a related area, current regulations, P.L. 94-142 for example, are being reviewed with respect to changes that will reduce costs. In other areas the administration plans to reduce the shortlived Department of Education to institute or foundation status, reduce support for bilingual education, and the Department of Justice has been reversing government stands on affirmative action and district plans for insuring desegregation. Because of these changes, school districts across the country are currently in a state of financial disarray, with teachers furloughed, terminated, or on strike. Many would not have thought the current situation possible. Others, more pessimistic, know that laws can be made and laws can be changed. Only continual vigilance will suffice to maintain these attainments in rights and education won over the last 20 years.

The net effect of these political, policy, and financial changes at the national level and local levels this year and the public reaction to them remains to be seen. Regardless of the changes, however, it will be difficult to ignore the growth in educational technology and wisdom that developed during this period to 1981. Regardless of the outcome, teachers will still be required to select curricula, individualize their instruction, deal with motivation, serve bilingual students, serve special education students, interpret test results, deal with cross-cultural parents and families, recommend additional services, deal with school policies, etc. The educational technology will continue to improve and specialize according to students' characteristics, instructional procedures, and related problems. University training programs will continue to increase their requirements, improve course offerings, and areas of educational specialization and certification will continue.

They will not abandon the search for excellence and progress. Minorities and handicapped persons will not abandon their rights to education, and classroom teachers will continue to support both.

Appendix A

A Sample Resource Directory

I'VE GOT YOUR NUMBER

A Directory of Community Resources

Compiled by

Winifred I. L. Critchlow

September, 1981

Acknowledgement

The Minority Issues Inservice Program would like to express our thanks to the Jackson County Direction Services for allowing us to use their resource books in order to compile this directory. We would also like to thank the individual members of the Minority Issues Inservice Program Steering Committee for their input.

Using This Directory

For fast referencing, three indices have been included in this directory. The first lists all the resource agencies in the directory in alphabetical order, by name. This index is best if you know the name of the agency and want to turn directly to it. The second index is a list by problem type and indicates the agencies that handle aspects of the specific problem, The third index is organized by problem type and the corresponding specific resources provided by the agency. This is the best index to use to find out whether or not an agency provides the type of service you are seeking.

To look up the agency simply note the number (Sequence number) and find it in the list of agencies. Then read the information about that agency.

Index #1
Agencies

Sequence Number

A

1. American Diabetes Association
2. Arthritis Institute and Medical Center of Greater Kansas City, The

B

3. Beth Shalom Sisterhood Braille Committee
4. Boy Scouts of America
5. Braille Library
6. Bureau for the Blind

C

7. Children's Mercy Hospital
8. Comprehensive Area Transportation Service (CATS)
9. Community Mental Health Center - South
10. Cystic Fibrosis National Research Foundation, Kansas City Heart of America Chapter

D

11. Down' Syndrome International

E

F

12. Family and Child Psychiatric Clinic

G

13. Goppert Family Care Center
14. Greater Kansas City Epilepsy League, Inc.

H

15. Heart of America Eye Center

I

J

16. Jackson County Association for Retarded Citizens
17. Jackson County Direction Service Center
18. Jackson County Parks and Recreation

K

19. Kansas City Association for the Blind
20. Kansas City Association for Mental Health
21. Kansas City Braille Library
22. Kansas City, Kansas Baptist Association--Services for the Deaf
23. Kansas City, Missouri Health Department
24. Kansas City Parks and Recreation Department--
    Special Recreation Program for the Handicapped
    Senior Citizen Recreation Division
25. Kansas City Regional Center for Developmentally Disabled
26. Kansas City Rolling Pioneers--Wheelchair Basketball Team

L

27. Library Center for the Handicapped
28. Lions Optometric Clinic

M

29. Menorah Medical Center
30. Metro Council for the Developmental Disabled
31. Metro Information and Referral Center (MIRC)
32. Mid Continent Public Library Resource Center
33. Missouri Association for Children with Learning Disabilities
34. Missouri Crippled Children's Service
35. Missouri Division of Family Service
36. Missouri Easter Seal Society for Crippled Children and Adults
37. Muscular Dystrophy Association of America

N

38. National Foundation March of Dimes
39. National Spinal Cord Injuries Foundation
40. Northeastern Jackson County Mental Health Association

O

P

41. Parents Association for Spina Bifida and Hydrocephalus
42. Pilgrim Lutheran Church for the Deaf

Q

R

43. Reach Program (Religious Education and Activities for Community Handicapped)
44. Region IV Council on Developmental Disabilities
45. Rehabilitation Institute, The
46. Richard Cabot Club Clinic

S

47. South Kansas City Mental Health Resource Network
48. Special Olympics
49. Spina Bifida Association of Greater Kansas City
50. Swope Parkway Comprehensive Health Center

T

51. Teletypewriters for the Deaf, Kansas City Chapter
52. Truman Medical Center: East and West

U

53. United Cerebral Palsy Association of Missouri
54. University of Kansas Medical Center

V

W

55. Wayne Miner Neighborhood Health Center
56. Western Missouri Mental Health Center--Child and Adolescent Psychiatry
57. Westport Free Health Clinic
58. Whole Person

X

Y

Z

Index #2
Problems

	Problem Areas	Sequence Number
1.	Arthritis	2,4,31
2.	Cerebral Palsy	4,30,31,53
3.	Cystic Fibrosis	3,4,31
4.	Developmental Delay	4,18,24,25,30,31,43,44,45
5.	Diabetes	1,4,31
6.	Downs's Syndrome	4,11,14,24,31
7.	Epilepsy	4,14,30,31,34
8.	Emotionally Disturbed and/or Behavioral Disorders	4,9,12,13,17,18,20,24,31,40,43,47,50,55,56
9.	Hearing Impaired and/or Deaf	4,7,17,18,22,24,31,42,43,45,50,51,52
10.	Learning Disabilities	4,17,18,20,24,29,31,33,50,56
11.	Medical Problems (Other Health Impaired)	4,13,17,18,24,31,34,45,50,55
12.	Mental Retardation	4,7,11,16,17,18,20,24,25,30,31,45
13.	Muscular Dystrophy	4,31,37
14.	Multiple Handicapped	4,17,24,25,31,34,43,45
15.	Orthopedic Handicapped	4,7,17,18,20,24,31,34,37,39,43,45
16.	Speech Impairment	4,17,18,24,31,43,45,52
17.	Spina Bifida	4,31,41,49
18.	Spinal Cord Injuries	4,31,39
19.	Visual Impaired and/or Blind	3,4,5,6,7,15,17,19,21,24,27,28,31,43,45,50

Index #3
Problem and Comprehensive Service List

	Conditions	Diagnostic & Evaluation	Family Services
1.	Arthritis		
2.	Cerebral Palsy		53
3.	Cystic Fibrosis		
4.	Developmental Delay	25,45	
5.	Diabetes		
6.	Down's Syndrome		11,14
7.	Epilepsy		
8.	Emotionally Disturbed & Behavioral Disorders	13,17*,20,40,47, 50,56	9,12,13,47,50,55,56
9.	Hearing Impaired and/ or Deaf	7,17*,45,50,52	52
10.	Learning Disabilities	17,29,50,56	56
11.	Medical Problems (Other Health Impaired)	13,17*,45,50,55	13,55
12.	Mental Retardation	7,17*,25,45	11,16,25
13.	Muscular Dystrophy		37
14.	Multiple Handicapped	17*,25,45	25
15.	Orthopedic Handicapped	7,17*,45	37
16.	Speech Impairment	17*,45,52	52
17.	Spina Bifida		
18.	Spinal Cord Injuries		
19.	Visual Impairment and/ or Blind	7,15,17*,28,45,50	6

* - Evaluation only

Comprehensive Service List

Conditions	Information & Referral	Parent Groups
1. Arthritis	$2,31^{\emptyset}$	
2. Cerebral Palsy	$30,31^{\emptyset}$	53
3. Cystic Fibrosis	$3,31^{\emptyset}$	
4. Developmental Delay	$30,31^{\emptyset},44^{\emptyset}$	
5. Diabetes	$1,31^{\emptyset}$	
6. Down's Syndrome	$11,31^{\emptyset}$	
7. Epilepsy	$30^{\emptyset},31^{\emptyset}$	14
8. Emotionally Disturbed & Behavioral Disorders	$17,22,31^{\emptyset}$	56
9. Hearing Impaired and/ or Deaf	$17\ ,22,31^{\emptyset}$	
10. Learning Disabilities	$17,20^{\emptyset},31^{\emptyset},33^{\emptyset}$	33,56
11. Medical Problems (Other Health Impaired)	$17,31^{\emptyset}$	
12. Mental Retardation	$11,16,17,20^{\emptyset},30^{\emptyset},31^{\emptyset}$	16
13. Muscular Dystrophy	$31^{\emptyset},37$	
14. Multiple Handicapped	$17,31^{\emptyset}$	
15. Orthopedic Handicapped	$17,31^{\emptyset},37,39^{\emptyset}$	
16. Speech Impairment	$17,31^{\emptyset}$	
17. Spina Bifida	$31^{\emptyset},41^{\emptyset}$	41,49
18. Spinal Cord Injuries	$31^{\emptyset},39^{\emptyset}$	
19. Visual Impaired and/ or Blind	$3,5,6,17,21^{\emptyset},28,31^{\emptyset}$	

$\emptyset$ - Information only

Comprehensive Service List

Conditions	Public Education	Recreation	Treatment
1. Arthritis		4	
2. Cerebral Palsy		4,53	
3. Cystic Fibrosis		4	
4. Developmental Delay		4,18,24,43	25
5. Diabetes		4	
6. Down's Syndrome		4,24	
7. Epilepsy	14	4,14	14(Drug Bank)
8. Emotionally Disturbed & Behavioral Disorders	17,20	4,18,24,43, 56	13,20,40, 47,50,55, 56
9. Hearing Impaired and/ or Deaf	17,22	4,18,24,42, 43	52
10. Learning Disabilities	17	4,18,24,56	56
11. Medical Problems (Other Health Impairments)	17	4,18,24	13,50,55
12. Mental Retardation	17	4,18,24	25
13. Muscular Dystrophy		4,37	
14. Multiple Handicapped	17,25	4,24,43	25
15. Orthopedic Handicapped	17	11,18,24,37, 43	20
16. Speech Impairment	17	4,18,24,43	52
17. Spina Bifida		4	
18. Spinal Cord Injuries		4	
19. Visually Impaired and/ or Blind	17,	4,18,24,43	6,15,19, 21,27,28, 50

I'VE GOT YOUR NUMBER

1. American Diabetes Association
616 E. 63rd, Suite 203
Kansas City, Missouri 64110
(816) 361-3361

2. Arthritis Institute and Medical Center of Greater Kansas City, The
2727 Main Street
Kansas City, Missouri 64108
(816) 221-5383

3. Beth Shalom Sisterhood Braille Committee
9400 Wornall
Kansas City, Missouri 64111
(816) 421-4984
Dee Benjamin (Mrs. Max), Chairman

4. Boy Scouts of Ameica
Handicapped Program
Suite 1017-2 Gateway Center
Kansas City, Kansas 66101
(913) 321-5151
Director--John Haworth

Age: 8-12 (no age limit for Mentally Retarded)
14-21 is coeducational

All handicapped--only severely handicapped are accepted for handicapped troops. Mild/moderate handicapped are usually able to be involved in regular troop activities.

5. Braille Library

(See Kansas City Association for the Blind)

6. Bureau for the Blind
State Office Building, R. 39
615 E. 13th Street
Kansas City, Missouri 64106
(816) 274-6677
Charles Voelker--Director

Pre-school teaching for blind and visually impaired children.

Guidance to parents

Provides rehabilitation; home teaching; mobility instruction; employment services without charge.

7. Children's Mercy Hospital
24th and Gilham Road
Kansas City, Missouri 64108
(816) 471-0626

Medical Clinic: Physical examination. This is required before being accepted into the other clinics at Mercy.

Child Development Clinic: Multi-disciplinary. Evaluates, diagnoses, and assists families in finding appropriate treatment. It serves children who evidence developmental delay, cerebral palsy, orthopedic disorders, brain damage, abuse or neglect, and the multiply handicapped.

Child Guidance Clinic: Diagnoses and treats children with emotional or behavioral disorders.

8. Comprehensive Area Transportation Service
P.O. Box 6325
Kansas City, Missouri 64126
(816) 231-2026
Mr. Mike Duffy, Director

9. Community Mental Health Center - South
Main Office: 769 Tudor Road
Kansas City, Missouri
(816) 524-7300

Common Ground: 11229 Bennington
Kansas City, Missouri
(816) 966-9010

Loma Vista: 8800 Blue Ridge Blvd.
Kansas City, Missouri
(816) 966-0900

10. Cystic Fibrosis National Research Foundation, Kansas City Heart of America Chapter
Traders National Bank Building
1125 Grand Suite 161
Kansas City, Missouri 64106
(816) 363-5636
Mr. John Geissal, Director--Information only

11. Down's Syndrome International
11 North 73 Terrace
Kansas City, Kansas
(913) 299-0815
Mrs. Jessie Bennett, Director

12. Family and Child Psychiatric Clinic
Family and Children Services Kansas City, Inc.
3515 Broadway
Kansas City, Missouri
(816) 753-5280

Family oriented, individual and group counseling

Placement of children in foster homes

Homemaker service

13. Goppert Family Care Center
6601 Rockhill Road
Kansas City, Missouri 64131
(816) 361-7333
Dr. Jack Hewitt, Director

Primary services to: diagnositc and treatment and family service, to those children who are impaired due to a medical reason.

Secondary service to: diagnostic, treatment and family service to behavior disorders and emotional disturbed children.

Fee, no medicaid

14. Greater Kansas City Epilepsy League, Inc.
4049 Pennsylvania
Suite 301
Kansas City, Missouri 64111
(816) 531-1247
Edward D. McGhee, Executive Director

Public education

Drug bank

Resident camp

Group meeting

Counseling--vocational and family

Assistance in obtaining aid from other agencies

Fee for medicine

15. Heart of America Eye Center
2525 Euclid
Kansas City, Missouri 64127
(816) 921-5498
Mrs. Thelma King, Contact Person

Comprehensive eye care for the medically indigent, including surgery hospitalization, medical therapy and fitted glasses(if indicated)

Fee: Those able to pay are treated for a nominal fee

Diagnostic, preventive, surgical, orthoptic, refractions, and systematic treatment.

Hours: 8:00 a.m.--4:30 p.m. Monday through Friday

16. Jackson County Association for Retarded Citizens
P.O. Box 55
Independence, Missouri 64055
(816) 461-6253
Mrs. Gene Bagshaw, President

17. Jackson County Direction Service Center
Oldham Education Center
14220 East 35th Street
Independence, Missouri 60455
(816) 833-4415

Age, Birth to 21 years

Finding services for handicapped children

Handicapped serviced:
- Mentally retarded
- Learning disabilities
- Behavioral disorders
- Emotional disturbances
- Orthopedic impairment
- Other health impairments
- Speech and language impairments
- Hearing impairment, deafness
- Visually impaired, Blindness
- Multiple handicaps

Public education

Will obtain an interpretator if needed

Fee: None

18. Jackson County Parks and Recreation
4615 Paseo
Kansas City, Missouri 64110
(816) 923-2701
Diane Cleaver, Director

Provide recreational opportunities for the handicapped.

Age: 6 through 21

Plan to work with preschool age, 3-5

Summer camp for 8-14 years

Service: Mentally retarded (borderline), learning disabilities, behavioral disorders, emotional disturbed, orthopedic handicap, visually impaired, other health impaired, speech impaired, language delayed, hearing impaired, deaf and blind.

19. Kansas City Association for the Blind
1844 Broadway
Kansas City, Missouri 64108
(816) 842-7559
Elman Van Dyke, Director

Large type books and Talking Books for the visually handicapped.

20. Kansas City Association for Mental Health
4049 Pennsylvania
Kansas City, Missouri 64111
(816) 561-6675
Richard Gist, Director

An office for information on mental health with referrals to proper agency. Most referrals are to Greater Kansas City Foundation for Mental Health.

A citizen's organization to: promote community education in the principles of mental hygiene and mental health; disseminate knowledge concerning the causes, treatment and prevention of mental illness.

A program of early identification and treatment of emotional disorders

To promote interest in the field of child guidance clinics for children and mental health clinics for adults

Provide information on mental retardation, emotional disorders, behavioral disorders and learning disabilities

21. Kansas City Braille Library
311 E. 12th
Kansas City, Missouri 64106
Elman Van Dyke, Director
(816) 842-7759

Informational material for the blind

Will record on tape and materials brought in for the blind, reading disabled, and physically handicapped persons

Education materials for the orthopedic handicap

Information and education for the blind

22. Kansas City, Kansas Baptist Association--Services for the Deaf
9200 West 67
Shawnee Mission, Kansas 66202
(913) 831-0773
Pat Heriford, Director of Deaf Ministries

Answering service on teletypewriter telephone for the deaf

Provides sign classes

Deaf intrepretator and translator

23. Kansas City, Missouri Health Department
414 East 12th
Kansas City, Missouri
(816) 274-1381

Provides family planning, well child services, veneral disease clinics, immunizations, public health nursing. Call above number for times and location of services.

24. Kansas City Parks and Recreation Department--Special Recreation Program for Handicapped and Senior Citizen Recreation Division
5606 East 63rd
Kansas City, Missouri
(816) 921-1212
Alan Parks, Director

Recreation for senior citizens and handicapped children

Preschool activities, Camp Lake of the Woods, Riding Academy, Bowling, and arts and craft program for exceptional children.

Services: mentally retarded, learning disabilities, behavioral disorders, emotional disturbed, orthopedic handicap, other health impaired, visually impaired, speech impaired, language delayed, hearing impaired/deaf, blind and multiply handicapped.

Fee: Yes

25. Kansas City Regional Center for Developmentally Disabled
610 East 22nd
Kansas City, Missouri 64108
(816) 474-5680
Max Mason, Director

P.O. Box 19557
Kansas City, Missouri 64141

Diagnosis and treatment of mentally retarded and developmentally disabled.

Service: IQ testing, educational consultation, hearing and speech, and social services.

Mentally retarded: diagnostic, treatment, education, residential program, family service, and vocational consulting.

Multiple handicap: diagnostic, treatment, education (public), residential and family services.

Pre-school program: 2-6 years

Family relief for a family--period of a few weeks.

26. Kansas City Rolling Pioneers--Wheelchairs Basketball Team
6601 Hardy
Raytown, Missouri 64133
(816) 358-8045
Larry Mohler--Director

Age: 16-21 years

27. Library Center for the Handicapped
General Library
5100 Rockhill Road
Kansas City, Missouri
(816) 276-1528
Eugene T. Neely, Coordinator

Library services, including access to recorded books and special equipment (recorders, enlargers, Braille and talking calculators, and other aids).

28. Lions Optometric Clinic
928 East Linwood
Kansas City, Missouri 64109
(816) 561-3080
Robert Samuel, Director

Clinic developed jointly by the Lions Club and the Optometric Society of Greater K. C.

Designed to serve persons who cannot pay for private service.

Referrals received from reorganized welfare agencies and civic groups.

29. Menorah Medical Center
4949 Rockhill Road
Kansas City, Missouri

(816) 276-8147

Provides diagnosis and treatment for learning disabled children. Evaluates in the following areas: hearing and auditory perception, speech and language, reading, perceptual-motor, and psycho-educational.

30. Metro Council for Developmental Disabled
610 East 22nd
Kansas City, Missouri 64108
(816) 474-5680
Betsy Klein

Represents seven county area regarding the developmental disabilities including epilepsy, cerebral palsy, mental retardation, and other neurological disorders.

To acquaint residents with services available, active in development of new services, provide in service training, and promote legislation for the handicapped.

31. Metro Information and Referral Center (MIRC)
Union Station--Room 151
30 West Pershing Road
Kansas City, Missouri 64108
(816) 421-4980

Information and referral on health and welfare agencies on written or telephone request. Covers complete Greater Kansas City area.

32. Mid Continent Public Library Resource Center
6565 North Oak Street Trafficway
Kansas City, Missouri 64118
(816) 436-4385
Cecilia Murray, Librarian

33. Missouri Association for Children with Learning Disabilities
Missouri Mental Health Office
4049 Pennsylvania--2nd Floor
Kansas City, Missouri 64111
(816) 942-6139
Rev. John R. Davidson, President

An organization composed primarily of parents, doctors, and educators concerned with finding ways of improving chances for the child with a learning disability to grow in knowledge and self-satisfaction to a productive and self-reliant adulthood.

Information only.

34. Missouri Crippled Children's Service
11222 East 24 Highway
Independence, Missouri 64054
(816) 833-4141

Tax funded agency providing services for Missouri residents from birth to 21 years of age on basis of financial evaluation.

Included cardiac, orthopedic, plastic, seizure, and multiple birth defects patients.

35. Missouri Division of Family Service
615 East13th
Kansas City, Missouri 64106
(816) 274-6011

Food stamps and public assistance.

36. Missouri Easter Seal Society for Crippled Children and Adults
7240 Wornall Road
Kansas City, Missouri 64114
(816) 333-3223

Assist with therapeutic services.

37. Muscular Dystrophy Association of America
3947 State Line
Kansas City, Missori 64111
(816) 931-7750
John Freeman

Information, family counseling, social/recreation services.

For orthopedic handicap and other health impaired.

38. National Foundation March of Dimes
4510 Belleview
Suite 116
Kansas City, Missouri 64111
(816) 561-0175
James R. Green

P.O. Box 10150
Kansas City, Missouri 64111

Have funds to buy services or appliances

Active in public education.

39. National Spinal Cord Injuries
4379 North Drury
Kansas City, Missouri 64117
(816) 452-1493
Bruce Scott, Director

Information only on orthopedic handicap, and other health impairment.

40. Northeastern Jackson County Mental Health Association
10901 Winner Road
Kansas City, Missouri
(816) 254-3652

Testing, evaluations, and counseling.

41. Parents Association for Spina Bifida and Hydrocephalus
P.O. Box 5314
Kansas City, Missouri 64131
Howard E. Adams, President

42. Pilgrim Lutheran Church for the Deaf
3807 Gilham Road
Kansas City, Missouri 64111
(816) 561-9030
Rev. Walter Uhlig

43. Reach Program (Religious Education and Activities for Community Handicapped)
229 South 8th
Kansas City, Kansas 66101
Dan Heimer, Director

Offer recreational activities for handicapped children the first and third Saturday during the school year.

Special summer programs.

Ages: 7 and up.

Will provide transportation.

Mental disorders, orthopedic handicapped, multiple handicapped, behavioral disorders, visually impaired, speech impaired, language delayed, hearing/deaf, and blind.

44. Region IV Council on Developmental Disabilities
610 East 22nd Street P.O. Box 19557
Kansas City, Missouri 64141 Kansas City, Missouri
(816) 474-5680
(816) 821-6146 (Tie Line)
Elizabeth Kneesley, Executive Director

45. Rehabilitation Institute, The
3011 Baltimore
Kansas City, Missouri 64108
(816) 756-2250

Provides evaluations which can include perceptual-motor, speech and language, and psychological tests.

46. Richard Cabot Club Clinic
1810 Summit
Kansas City, Missouri 64110
(816) 471-0900

Collaborates with Children's Mercy Hospital on evaluation of children.

47. South Kansas City Mental Health Resource Network
414 East 63rd
Garden Bldg. West
Suite 100 and 203
Kansas City, Missouri 64110
(816) 363-3440
James Claycomb, Director

Age: All

Diagnostic, treatment and family services for behavior disorders, and emotional disturbed children and adults.

Also some vocational services.

48. Special Olympics
Junior and Senior High School
501 North Dodgion
Independence, Missouri 64050
(816) 254-7857
Larry Cook, State Director

49. Spina Bifida Association of Greater Kansas City
% K.U.M.C.
P.O. Box 1005
Kansas City, Kansas 66103
(913) 561-0175
Barbara True

50. Swope Parkway Comprehensive Health Center
4900 Swope Parkway
Kansas City, Missouri 64130
(816) 923-5800
Dr. E. Frank Ellis

Provide "total health service"--medical services, dentistry, optometry, mental health services, social services.

Fee: Yes

Operation Mainstream
Janice Kelly, Director
(816) 923-5800

Diagnosis of learning disabilities, behavioral disorders, emotional disturbed, other health impaired, visually impaired, and hearing/deaf.

Treatment for: behavioral disorders, emotional disturbed, other health impaired and visually impaired.

Family services for: behavioral disorders, and emotional disturbed.

51. Teletypewriters for the Deaf, Kansas City Chapter
901 Denver
Grandview, Missouri 64030
(816) 761-6101
Mrs. Leslie Hall, President

52. Truman Medical Center-East---Speech and Hearing Department
Little Blue and Lee's Summit Road
Kansas City, Missouri 64139
(816) 373-4415

Diagnostic audiological assessment, hearing aid evaluation and selection, rehabilitation, counseling, hearing aid orientation and hearing screening.

Speech, language, and/or voice evaluations, therapy and rehabilitation, family counseling, and home programs when appropriate.

Services available for children and adults.

Truman Medical Center-West---Speech and Hearing Department
2301 Holmes
Kansas City, Missouri 64108
(816) 556-3198

Same services as Truman Medical Center-East

53. United Cerebral Palsy Association of Missouri
3914 Washington
Kansas City, Missouri 64111
(816) 531-4189

Four day care development centers.

Age: 3-12 years.

Equipment pool.

Emergency financial assistance.

Social services.

Resident camp.

Parent activity--education program.

54. University of Kansas Medical Center
39th and Rainbow Blvd.
Kansas City, Kansas 66103
(913) 588-5000

Has many clinics which will give evaluations such as psychological, physical, eye, speech and hearing, psycho-educational, birth defects, in addition, the Special Education takes a limited number of children referred through psycho-educational evaluations.

55. Wayne Miner Neighborhood Health Center
825 Euclid
Kansas City, Missouri 64127
(816) 474-4920
Dr. Samuel Rodger, Director

To provide out-patient medical and dental care for families living in Kansas City.

Fee: Yes

Treatment to children with emotional disorders, and other health impaired.

Diagnostic work-up on children with other health impairment.

Provide family services to families with children who are emotionally disturbed or have other health impairments.

56. Western Missouri Mental Health Center--Child and Adolescent Psychiatry
600 East 22nd Street
Kansas City, Missouri 64108
(816) 471-3000
Dr. Walter Ricci

Age: 0-16 years.

Evaluation, diagnosis, and treatment on short-term basis of emotionally disturbed and/or learning disabled children.

Parent-education classes

Diagnosis, treatment, education, day care, and family service to learning disabilities, behavior disorders, and emotionally disturbed.

Social/recreation and vocational services to learning disabilities, behavior disorders, and emotionally disturbed.

57. Westport Free Health Clinic
4008 Baltimore
Kansas City, Missouri 64111
(816) 931-3236

58. Whole Person
9805 Pennsylvania
Kansas City, Missouri 64111
(816) 942-1100
Paul Levy, Director

A non-profit organization organized in support of persons with disabilities.

Consumer advocate for the handicapped.

Will help handicapped individuals find the resources needed to live a "normal" life.

Age: All

Involved in public education.

Glossary

Adaptive Behavior - Skills necessary to meet the personal and social responsibilities required or expected by one's age and culture.

Aleut - A native of the Aleutian Islands belonging to either of two Eskimoan tribes. A sub-family of Eskimo-Aleut family of languages.

Assessment - Refers to the various procedures involved in measuring academic and behavioral performance (i.e., screening, monitoring of progress, etc.).

Awareness - Being knowledgeable about a specific topic.

Barriers - Educational, language, social, cultural, physical, and vocational obstacles which prevent one from realizing his/her maximum potential.

Behavior Disorder - A deviation from appropriate behavior expected of one's age and culture which significantly interferes with one's own life and development and the lives of others.

Behavior Intervention - An alteration in the child's classroom environment that results in a change in the child's behavior. Intervention can be based upon the use of reward, punishment, instructions, or change in other classroom stimuli.

Bicultural - Of, in, or pertaining to two cultures.

Bilingual - Speaker of two languages.

Bias - Discrimination or prejudice against a person(s), group(s), etc.

B.I.T.C.H. - Black Intelligence Test of Cultural Homogeneity, (BITCH) is a black culture and language based test used to demonstrate the effects of culture and language on test outcomes (Williams, 1973).

Black English - A dialect of English that differs systematically in phonology and grammar from standard English and has its own set or rules.

CEC - Council for Exceptional Children (CEC). A national professional organization in Special Education with offices in Reston, Virginia.

Community - A group of people living in the same place under the same laws, sharing common interests and resources.

Compensatory Education - Educational programs designed to reduce the number of individuals failing to acquire necessary educational skills, thus supplementing the basic educational experiences.

Criterion Referenced Test - A test focusing on a child's ability to perform precise behaviors or skills. A test which assesses a student's performance on skills that were taught in class.

Cross-cultural - A cross section of different cultures, religions, ethnic heritages, behavior patterns, and socioeconomic status often resulting when persons enter a new culture.

Culture - The sum total of the attainments and learned behavior patterns of any specific race of people regarded as expressing a traditional way of life subject to gradual but continuous modification by succeeding generations.

Demographic - A statistical description of a population with regard to socioeconomic status, race, religion, and/or other characteristics.

Dialect - The form of a spoken language peculiar to a region. Black English is a dialect of English.

Direct Instruction - An instructional model focusing on programmed lessons, small groups, and fast paced teacher-student interaction designed to powerfully effect academic performance.

Disadvantaged - Term used to refer to persons for low or inadequate income, many of which happen to be members of minority or ethnic groups.

Discrimination - Prejudiced or prejudicial outlook, action, or treatment; making a difference in ones treatment of another based on other than individual merit. The act of systematically favoring one group over another. Discrimination is ordinarily the overt behavioral expression of prejudice.

Discriminatory Placement - Placement of minority and/or handicapped students into Special Education programs at higher proportions than the number of expected handicapped in the total population.

Educational Assessment - The measurement and evaluation of ones educational abilities.

English Dialect - Versions of the English language spoken by persons from regional and local ethnic environments which fall outside the mainstream.

Environmental Engineer - One who structures the environment either with regard to physical characteristics, or with regard to antecedents and consequences to behavior, to be of the most benefit to those who function within that enviroment.

Epilepsy - A disorder affecting the nervous system; the epileptic individual experiences convulsive seizures; may be present at birth or develop later.

Ethnic - Of, belonging to, or distinctive of a particular racial, cultural, or language division of mankind or a subdivision marked by common language or customs.

Ethnocentric - The belief that one's own ethnic group is superior to and a basis for judging other ethnic groups.

Format - An instructional technique involving the arrangement of stimuli and consequences for student behavior in order to best create a learned response. Instructions, practice, review, pacing, reinforcement, etc. are elements teachers arrange into teaching formats.

Generalization - A skill or behavior learned in one setting consisting of particular variables, that is exhibited without further instruction in another environment.

Gifted and Talented - Individuals who demonstrate outstanding or remarkable performance in one or more particular areas; special services are suggested for these children to achieve their maximum potential.

Handicap - A physical, emotional, social, behavioral, or mental disability.

Handicapped - One who experiences problems or disadvantages as a result of a disability or impairment.

Hearing Impairment - Individuals who experience a significant deficit in hearing ability; hard of hearing; those with functional hearing who may not develop speech without Special Education.

Hero Typing - Human mechanism for attributing general characteristics of groups to specific individuals.

Holistics - A view advocating treating the whole person and not just a part.

Horizontal Mobility - The ability to develop freely along a social class or socioeconomic status line.

Hyperactive - Problem behavior which usually results in prominent restlessness and impulsiveness.

I.E.P. - An individualized educational plan which must be developed each year specifying the special child's current needs and objectives designed to meet those needs. Mandated by P.L. 94-142.

Inservice - Providing training or an ongoing basis at the same time one is involved in service, teaching, etc.

Interdisciplinary Team - A group of professionals/specialists working together to formulate a common goal and programs for the student or individual whom they are serving.

Itinerant Teacher - A teacher who makes visits to the home to help maintain the educational program for the child who is temporarily confined to the home.

L.D. - An abbreviation of Learning Disability. (See below).

L.E.A. - Local Education Agency, i.e., local school districts.

Learning Disability - A difficulty in academic performance, usually observed in reading, writing, spelling, language comprehension or usage, or in mathematics, which cannot be explained by retardation, sensory impairment, behavioral handicap, or deprivation; the child with a learning disability tests to be of normal intelligence.

Learning Styles - Observerable and distinctive patterns of processing information, perceiving, thinking, behaving, etc., specific to different racial/ethnic groups.

Least Restrictive Setting - The setting, materials, curriculum, and all other components of one's environment which allow one to function to his/her maximum potential, given necessary support and extra services.

Mainstreaming - Placing the Special Education student within the regular classroom environment for part or all of the school day with special services being made available. The integration of special need students into programs serving normal peers.

Melting Pot - A country, usually with reference to the U.S., in which people of various cultures and races are assimilated. Wherein racial amalgamation and social and cultural assimilation occur; blending together to become one.

Mental Retardation - A condition of significant below average intellectual functioning accompanied by deficits in adaptive behavior; For a diagnosis of mental retardation this condition must be observed within a developmental period (i.e., from birth - 21).

Minority - A racial, religious, political or national group smaller than and usually different in some ways from the larger group of which it is a part.

Mobility Skills - The abilities which allow one to independently move about and explore one's environment.

Monitoring progress - Involves assessment with respect to a students attainment of teaching objectives established after a placement decision or a period of instructional time has passed.

Monoculture - Having to do with a single culture. Representing the values and mores of a single culture or group.

Monolingual - Pertaining to one language.

Multicultural - Having to do with more than one culture. Representing the values and mores of several cultures.

Multidisciplinary Team - Refers to the group of professionals and the parent who input information into placement considerations for students in special education. The team may include the teacher, principal, school psychologists, speech specialist, physician, etc.

Multilingual - One who can function in three or more languages.

Multiply Handicapped - Individuals who simultaneously experience two or more handicapping conditions.

Naturalistic Observation - The direct observation of spontaneous behavior in natural settings.

N.C.A.T.E. - National Council for Accreditation of Teacher Education. A group establishing standards for institutions training teachers.

Non-biased Assessment - Refers not to tests, but to the manner in which the tests are used. These procedures include (1) applying a quota formula to SPED placement decisions, (2) informal consent and due process with parent option to appeal decisions, (3) multidisciplinary teams, (4) focus on the observable outcomes of assessment and intervention insuring that growth is the product, (5) emphasis on the assessment of observable behaviors rather than internal causes, (6) suitable resources in the form of varied and effective placement options.

Non-discriminatory Testing - The testing of minority students with instruments which properly account for their culture, SES, and language backgrounds. Also, "fair or non-biased assessment".

Non-English speaker - Persons who do not speak English. Non-English speakers either: (a) have no language, or (b) their home language is other than English.

Non-standard English - English which does not follow the set rules of standard English.

Normalization - The concept that the educational and rehabilitational goal for special needs individuals should be normal functioning; the procedures used in attaining this goal should be as normal as possible.

Normative Samples - The sample population on which tests are developed and normed based upon that sample's performance.

Normed Referenced - The comparison of a given students performance to other individuals of the same age or grade.

Observational Study - A study conducted for the sole purpose of determining ongoing behavioral relationships within a designated setting.

Opportunity to Respond - Teaching strategy which allows students ample opportunity to practice and respond to academic tasks.

Orthopedic Handicap - A medical disability pertaining to problems with bones, joints, or muscles.

Peripatologist - A professional trained to teach mobility and orientation skills to blind and visually impaired individuals.

Phonic Ear - A system which aides in hearing. Unlike a hearing aid this system can focus on specific or particular environmental sounds.

Physically Handicapped - An individual experiencing a permanent, temporary, or intermittent disability resulting from medical complications or problems; examples include Cerebral Palsy, temporary limb impairment, seizure disorder, etc.

Pidgen English - A dialect of English often used by Orientals and South Pacific natives.

P.L. 93-380 - Educational Amendments of 1974 passed August 21, 1974.

P.L. 94-142 - Education of All Handicapped Children Act - enacted 1975. A federal law which guarantees the provision of a free, appropriate education to all handicapped individuals between the ages of 3 and 21.

Placement - The resulting interpretation of data based upon assessment such that a student is placed into an appropriate educational program.

Pluralism - A social condition in which disparate religious, ethnic, and reacial groups are geographically intermingled within a single nation as in the U.S.

Pluralistic Assessment - A means for reducing the number of inappropriate placements of minority children into Special Education classes for the retarded by using multiple assessment instruments.

Prejudice - An attitude that predisposes a person to think, perceive, feel, and act in favorable or unfavorable ways toward a group or its individual members; A preconceived, usually unfavorable idea.

Preservice - Period of time before service; for teachers training at college level.

Problem Identification/Definition - Specifically defining skill assets and skill deficits of children. Assessment at this level is focused upon specific behaviors and modalities.

Projects - The term "projects" refers to low income housing projects usually built and managed with Federal and state funding.

Prosthesis - A device attached to the person or environment to make personal functioning easier, more efficient, or more effective.

Race - One of the major zoological subdivisions of mankind, regarded as having a common origin and exhibiting a relatively constant set of genetically determined physical traits.

Racial group - A group of people belonging to a particular or distinct race.

Referral - Generally a process whereby a child comes to the attention of a teacher, psychologist, parent of physician and is recommended for a more extensive evaluation.

Reinforcement - The process of presenting or arranging the environment so that the occurrence of a particular behavior will increase.

Resource Room - A room set up in the public school to which students go for brief periods of specialized instruction specific to the child's particular learning difficulty.

Resources (Community) - People and social service agencies in one community that can aid the minority handicapped individual.

Resource Teacher - A teacher trained in the assessment and remediation of a variety of instructional difficulties; this professional works closely with the child's regular teacher.

S.A.C. - Student Adjustment Center - A center in the Kansas City, Missouri School District for students who traditionally would be suspended; here they are sent to talk about problems with the SAC teacher, who in turn, confers with the classroom teacher, parents, and concerned others.

Screening - Assessment measuring all students with the intention of noting a few who may benefit from more thorough assessment.

S.E.A. - State Education Agency (SEA); the State Board of Education.

Section 504 - Refers to the Rehabilitation Act of 1973. A Federal law affecting the education of handicapped children by prohibiting exclusion and discrimination against handicapped children.

Segregation - The separation of racial groups or handicapped groups for purposes of education, recreation, vocation, etc.

Self-concept - The system of beliefs which a person holds about him/herself.

Semi-lingual - One who speaks two languages, but neither at a functional level.

Sensory Modality - The mechanism by which the organism recognizes and and perceives of sensory stimulation, touch, hearing, sight, etc.

Severely Handicapped - Individuals who, because of severe physical, mental, or emotional problems, require educational, social, psychological, and/or medical services not offered by traditional educational programs in order to reach their maximum potential.

Sighted Guide - A sighted individual who serves as an aide to a blind or visually impaired individual in moving through the environment.

Socioeconomic - Involving both obtained social, educational, and economic factors as in socioeconomic status, also SES.

Special School - A separate facility in which handicapped individuals are placed for educational purposes; these facilities frequently segregate the handicapped from their nonhandicapped peers.

Speech Disordered - An individual who experiences difficulities with articulation, voice control, or speech fluency, usually requiring supportive speech services.

Standard English - The English which is accepted and expected by the larger community, i.e., the speech/language of the most educated members of the community.

Standardized Testing - Norm referenced tests in which an individual childs score is compared to the average child of the same age and sex based upon norm groups.

Stereotype - Placing a set of attributions to all members of a particular group.

Stimuli - Environmental objects that are perceived by those in the environment (e.g., books, light, other persons, etc.).

Test Bias - Tests which discriminate against a particular racial/ethnic group.

T.T.Y.s - An abbreviation for teletype or computer terminal device used by the deaf for telephone communications. Rather than voice communication, type communication occurs between two TTYs connected via a telephone coupling device.

Vertical Mobility - Movement above ones present socioeconomic group or class.

Visually Impaired - Disability resulting in total or partial loss of sight; the blind or partially sighted have a visual impairment.

Zeigeist - A German term referring to the "common way of thinking" or the "expected view" held by the majority on a particular topic.